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Уральский федеральный университет
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FIVE LESSONS FOR DEVELOPING TOLERANCE

ПЯТЬ УРОКОВ РАЗВИТИЯ ТОЛЕРАНТНОСТИ

Практикум

Под общей редакцией канд. пед. наук, доц. Т. В. Куприной

*Рекомендовано методическим советом УрФУ
для студентов всех направлений подготовки,
имеющих в учебных планах дисциплину
«Иностранный (английский) язык»*

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Практикум «Five lessons for developing tolerance» предназначен для развития толерантности студентов высших учебных заведений на занятиях по иностранному языку. Содержит упражнения и задания для развития коммуникативных навыков.

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ПРЕДИСЛОВИЕ

All of the classroom rules are based on respect for each other.

Treat your students as you want them to treat you.

It is the Golden Rule.

В современном поликультурном мире все большее значение приобретает умение общаться с представителями различных культур, которые часто имеют значительные расхождения в восприятии окружающей среды. Особое значение приобретает развитие навыков толерантного поведения в студенческой аудитории, которая становится все более многонациональной.

Однако в существующих методических разработках проблемам толерантности и конструктивного межкультурного общения уделяется незначительное внимание, отсутствуют отдельные издания, посвященные исключительно данным вопросам.

Целью предлагаемого практикума является восполнение вышеуказанного пробела. Издание полностью посвящено развитию межкультурной толерантности с учетом требований к современным технологиям обучения. Особая значимость состоит в представлении не фрагментарных сведений, а системных знаний по одной из сложнейших общественных проблем.

Практикум предназначен для развития навыков толерантного поведения студентов на занятиях по иностранному (английскому) языку.

Важность развития толерантности студентов обусловлена тем, что в современном поликультурном обществе востребованы специалисты, обладающие не только высоким профессиональным уровнем, но и способностью конструктивно взаимодействовать с людьми разных национальностей в рамках повседневного и профессионального общения.

Практикум носит комплексный характер и состоит из пяти модулей: A Lesson of Respect for Others, A Lesson of Polite Behavior, A Lesson of Dealing with Differences, A Lesson of Professional Behavior, A Lesson of Being Part of a Global Society.

Каждый раздел содержит четыре темы, в которых представлены аутентичные тексты и задания по активизации и закреплению теоретических и практических навыков по предложенным темам, упражнения на развитие диалоговых навыков.

При составлении заданий и упражнений использовано большое количество заимствованных текстов из различных источников. Для простоты

восприятия авторы не стали приводить ссылки на каждый источник по тексту, так как это бы сильно его загромождало и затрудняло работу при выполнении заданий. Все использованные источники указаны в конце издания, в списке библиографических ссылок.

При отборе материала учитывался общий уровень владения английским языком у обучающихся (Intermediate – средний уровень согласно Европейским стандартам).

Задания и упражнения, представленные в практикуме, ориентированы на принцип коммуникативности, то есть первостепенная роль отводится совместной работе преподавателя и студентов, а также студентов друг с другом.

Предполагается, что в результате работы с данным учебным курсом у обучающихся сформируются глубинные знания о толерантности; студенты осознают важность и необходимость уважительного отношения к окружающим людям; проявят стремление к равноправному диалогу; овладеют навыками толерантного межличностного и межкультурного взаимодействия.

I. A LESSON OF RESPECT FOR OTHERS¹

What is tolerance?

How far you go in life depends on your being tender with the young, compassionate with the striving, and tolerant of both the weak and the strong because someday in life you will have been one or all of these.

*George Washington Carver (1864 – 1943),
an American educator, botanist, and chemist*

Keywords:

tolerance, acknowledgement, appreciation, acceptance, agreement/disagreement.

Questions for discussion

1. What do you think tolerance means?
2. How can tolerance be shown?
3. Is tolerance a one-sided, two-sided or many-sided aspect?
4. Is tolerance the same as patience?

Information for consideration

Tolerance means to tolerate or put up with differences. It means showing respect for the race, religion, age, gender, opinions, and ideologies of other people or groups. Tolerance means different things to different people. It is when something is disagreeable that tolerance is expected, and in more politically correct cultures, demanded.

Tolerance can be shown in many ways. A person might fully disagree with others on any issue from religion to same sex marriage, while at the same time respecting those with different opinions and treating them with dignity and respect. Disagreement alone does not equal intolerance.

One problem is the fact that tolerance is sometimes one-sided. Those who disagree with a particular issue must respect the opinions of those who advocate it, but some advocates feel justified in labeling those who disagree with hateful terms, and vice versa. People on both sides of an issue must be tolerant of each other, in order for tolerance to be effective.

¹ В данной главе использованы материалы из следующих источников [11; 14; 15; 16; 20; 32; 42; 67; 86; 87; 88].

When it comes to controversial issues, tolerance may also represent a 'let's agree to disagree' stance. It does not mean that a person has to accept or embrace words, actions, or ideas that are against his or her values or beliefs. It simply means that each person agrees to respect the other's right to his or her feelings on the matter. When both parties have expressed their opinions, and it is obvious that neither is likely to change position, agreeing to disagree is often the most amicable outcome.

Some degree of tolerance is necessary in any civilized society, but it is not realistic to believe that all people can achieve complete tolerance on every issue. It goes against human nature, or the instinctive impulse of some to pull away from people or things that are different or unknown. Tolerance is a learned attribute, a virtue, which requires honest effort on the part of every person. It takes time to develop real tolerance, and it also takes commitment.

Words for understanding

put up with something	advocate	amicable
respect	controversial	outcome
opinion	accept	pull away from somebody
demand	values	attribute
dignity	right	effort
equal	obvious	commitment

Exercises for deeper study

1. Think of synonyms to the given words and find their definitions in an English-English dictionary.

acknowledge tolerant appreciate tolerate accept

2. Have you heard of the rule of three A? Discuss it with the teacher and your partner.

The rule of three A:

- acknowledgement
- acceptance
- appreciation

Правило трех А:

- признание
- принятие
- понимание

According to Oxford dictionary:

• **ACKNOWLEDGEMENT** – acceptance of the truth or existence of something – признание истины или существования чего-либо (например, способность видеть различия и осознание права собеседника быть другим, отличным от остальных).

- **ACCEPTANCE** – willingness to tolerate a difficult situation; agreement with or belief in an idea or explanation – готовность устойчиво переносить трудности; проявление согласия или доверия к суждению/мнению или толкованию (например, безусловное положительное отношение к различиям).

- **APPRECIATION** – a full understanding of a situation – абсолютное понимание ситуации (например, умение заглянуть в мир собеседника одновременно с двух точек зрения: своей и его).

3. Match the terms (1–13) to the definitions (A–M) below.

- | | |
|--------------------|--|
| 1. Antisemitism | A. A fair and objective attitude toward those whose |
| 2. Civil rights | opinions and practices differ from one's own; the |
| 3. Discrimination | commitment to respect human dignity. |
| 4. Genocide | B. Hostility towards Jews as an ethnic or religious group, |
| 5. Hate crime | often accompanied by social, economic and political |
| 6. The holocaust | discrimination. |
| 7. Prejudice | C. Action based on prejudice or racist beliefs that results in |
| 8. Propaganda | unfair treatment of individuals or groups; unjust conditions |
| 9. Racism | in areas such as employment, housing and education. |
| 10. Responsibility | D. Personal and property rights guaranteed by the |
| 11. Stereotype | Constitution and by law. |
| 12. Scapegoat | E. An historical event that took place in Europe between |
| 13. Tolerance | 1933 and 1945, where six million Jews were systematically |
| | and brutally murdered by the Nazis and their collaborators. |
| | F. The deliberate spreading of ideas or information, true or |
| | untrue, with the purpose of manipulating public opinion to |
| | gain support for one's cause or to discourage support for |
| | another. |
| | G. Personal and social accountability reflected in choices |
| | and actions that promote social justice. |
| | H. A preconceived attitude, opinion or feeling, usually |
| | negative, formed without adequate knowledge, thought or |
| | reason. |
| | I. Violence, property damage or threat that is motivated in |
| | whole or in part by an offender's bias against the target's |
| | real or perceived 'race', religion, ethnicity, nationality, |
| | gender, disability or sexual orientation. |
| | J. The deliberate and systematic attempted annihilation of a |
| | national, racial, ethnic or religious group of people. |

K. A set of beliefs based on perceived 'racial' superiority and inferiority; a system of domination that is played out in everyday interactions, and the unequal distribution of privilege, resources and power.

L. An individual or group unfairly blamed for problems not of their making.

M. A simplistic, firmly held belief, often negative, about individual characteristics generalized to all people within that group.

4. Divide all the given words and word combinations into groups and explain what you are guided by in your grouping.

communicate	bigotry and racism	bias
differences and conflicts	citizenship	discrimination
feelings	tyranny and oligarchy	collaboration
harmonious	dictatorship	persecution
inequity and injustice	race	poverty
struggle	cultural identity	violence
hardship	oppression	violate
empathy	liberty	peacefulness
human trafficking	migration	civility
disenfranchisement	subjugation	dignity
good-natured	safe	interact
peaceful	concern	rights and freedoms
slavery	enlightened	immigration
human rights	environment	slavery
freedom	emigration	stereotyping
treat	mercy	refugee
labor		violations

5. Solve the crossword. Use the words below.

appreciate

false

agree

injustice

oppression

mercy

feelings

blame

attitude

empathy

conflict

enlightened

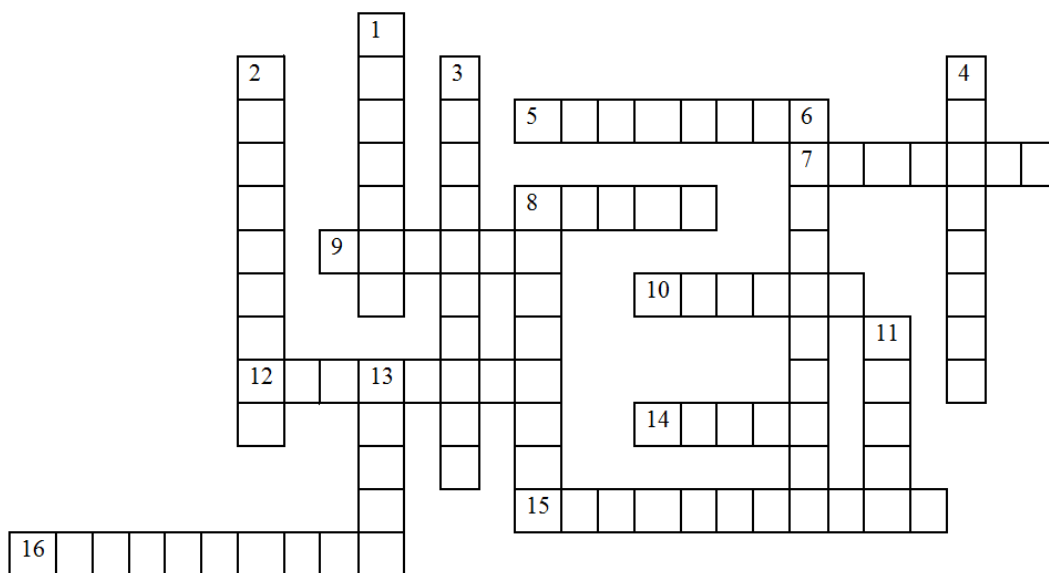
accept

respect

latitude

belief

stereotype



ACROSS

5) the emotional side of someone's character;

7) the ability to understand and share the feelings of another;

8) to have the same opinion about something;

9) to give an affirmative answer to an offer or proposal;

10) an acceptance that something exists or is true;

12) a serious disagreement or argument;

14) compassion or forgiveness shown towards someone whom it is within one's power to punish or harm;

15) being free from ignorance, prejudice, or superstition;

16) recognize the full worth of something or somebody.

DOWN

1) admire someone or something deeply, as a result of their abilities, qualities, or achievements;

2) lack of fairness;

3) the situation when minorities are under pressure;

4) we are allowed quite a bit of ... in selecting our subjects (the same as freedom);

6) a generalized conception about facts and situations;

8) a settled way of thinking or feeling about something;

11) feel or declare that someone or something is responsible for a fault;

13) opposite to 'true'.

6. Read the scenarios listed below. Select words from the vocabulary words section. You are being asked to choose one or more vocabulary words that describe what is going on in the scenario. You may use a word more than once.

Scenarios

- People blame innocent Arab Americans for terrorist attacks.
- A school puts all Latino students into agriculture classes.
- Nazis try to kill all Jews.
- A job is given to white people only.
- A male boss never gives women important work.
- An auto insurance company charges Asians higher premiums.
- Thousands of Native Americans are forced off their land.

Vocabulary words

- Prejudice;
- racism;
- genocide;
- stereotype;
- discrimination.

Everybody is unique

Only one thing I expect from all of you: to be yourself, to discover your inner beauty, your purity of consciousness, your hidden splendor – and spread it to as many people as possible. People are miserable. Help them to laugh a little, to sing a little, to dance a little.
*Osho (1931–1990),
an Indian mystic, guru, and spiritual teacher*

Keywords:

exterior/interior traits, respect, friendship, self-esteem, differences, appreciation.

Questions for discussion

1. What does your partner look like?
2. What is your partner like?
3. Do you think people with appearance and qualities different to yours should be treated differently?

Information for consideration

Patricia Beede of Rhode Island, an adoptive white mother of a 13-year-old daughter, Nicole, who is African American:

“I was driving Nicole and some of her friends around. We passed by a group home, and Nicole's best friend said, in kind of a mocking way, 'That's where those group home girls live.'"

Nicole spoke up and said, 'There's no such thing as 'group home girls''. She then explained that those who live in group homes aren't responsible for their situations and that living in a group home doesn't define them. I was proud of Nicole. I once bought her a button that says, 'Speak up, even if your voice shakes.' She put that button on, and I can honestly say that I believe that's how she tries to live her life. She gets it, I think.”

Words for understanding

adoptive mother
mocking

responsible
speak up

Exercises for deeper study

1. Do you agree with these?

- One can't always judge the quality of a person by his or her appearance; sometimes people can be appreciated for their differences.
- If I try to be like him, who will be like me? (Proverb)

2. What is it that makes you unique among your groupmates? Make a list of things.

3. Describe each other's exterior. Use the following patterns, words and phrases.

Для описания телосложения (body build): женщины – стройная (slim), изящная (neat), миниатюрная (petite); мужчины – стройный (slender), худощавый (lean), долговязый (lathy), низкого роста (short), полный (plump/overweight)	What does he/she look like? What do you look like? He/she is _____. You are _____.
Оттенки волос: золотисто-каштановые (auburn), черные (black), рыжие (red), седые (grey). О человеке говорят, что он или она блондин (blond(e)), шатен (brown hair) или брюнет (brunette). Длина волос: длинные (long), короткие (short), до плеч (shoulder-length), до пояса (waist-length), при отсутствии волос мы именуем человека лысым (bald). Структура волос: прямые (straight), волнистые (wavy), кудрявые (curly)	What color is his/her hair? What color is your hair? How long is his/her/your hair? He/she has _____ hair. You have _____ hair.
Тип лица: овальное (oval), круглое (round), квадратное (square)	What is his/her/ your face like? His/her/ your face is _____. It is _____.
Глаза (eyes): раскосые (slanted), узкие (narrow), навывкате (bulging), близко посаженные (close-set), глубоко посаженные (deep-set), широко посаженные (wide-set). Цвет глаз: карие (brown), зеленые (green), серые (grey), голубые (blue), черные (dark)	What are his/her/your eyes like? What colour are his/her/your eyes? His/her/your eyes are _____. They are _____.
Нос (nose): прямой (straight), курносый (snub), орлиный (aquiline), мясистый	What is his/her/your nose like? It is _____.

(fleshy), приплюснутый (flat)	
Губы (lips): тонкие (thin) сжатые (compressed), толстые (thick), выступающие вперед (protruding)	What are his/her/your lips like? They are _____.
Руки (hands): у женщины – мягкие, нежные и утонченные (soft, tender, delicate hands), у мужчины – мозолистые (calloused), пухлые (puffy), волосатые (hairy), сильные (strong)	What are his/her/your hands like? They are _____.
Во что в данный момент одет человек	What is he/she wearing? What are you wearing? He/she is wearing _____ (clothes). You are wearing _____ (clothes).

4. Describe each other's interior. Use the following patterns, words and phrases.

The qualities I would like to see in a person are + NOUN:

beauty	honesty	seriousness	kindness
intelligence	humor	generosity	energy

I feel most comfortable with people who are + ADJECTIVE:

athletic	romantic	artistic	ambitious
intellectual	protective	peaceful	successful

I like people who are + ADJECTIVE:

shy	intellectual	honest	hospitable
strong	talented	sincere	communicative
reliable	optimistic/upbeat	organized	friendly
brave	witty	helpful	talkative

I prefer to communicate to someone who is:

my age	slightly older	slightly younger
	much older	much younger

5. Read the text below and answer the questions.

- 1) What do you agree and disagree with?
- 2) What would you like to add to the given list of interior traits?
- 3) What would you like to remove?
- 4) Do you consider yourself being curious? Why? What was the last information you were seeking for?
- 5) What can you do to become more intelligent?

- 6) Are the words 'smart' and 'intelligent' the same?
- 7) Is honesty that important nowadays? To what extent? Do you need to be honest with yourself? Why?
- 8) What are the advantages of having good intuition? (give examples if possible) Are there any disadvantages?
- 9) Do you believe in destiny? Why? Why not?

Character inside

Inside, I'm different than the person you see. Isn't that true for all of us? We look in a mirror and are amazed at that person staring back.

What are you like on the inside? Interior qualities may never make it into a description of your character, but from everything you do, think, say, it will be obvious.

Here are five interior traits to explore:

- Intelligence. Intelligence is shown through your vocabulary and the brilliance of your scheming to get the own way.
- Intuition. Do you understand things without having it explained? Intuition is a grasp of events, people, situations or puzzles without detailed explanation or exploration.
- Curiosity. People who constantly question the world are curious. They always seek for more information.
- Honesty. The contrast between inside thoughts and outside actions reveal how much you value honesty.
- Spirituality. When you react by appealing to God, or by invoking destiny, you reveal your spirituality.

6. Match the headings (1–8) to the texts (A–G) below.

- 1) A change in temper.
- 2) Funny.
- 3) Devoted.
- 4) Inappropriate self confidence.
- 5) Sensitive soul.
- 6) Nervous.
- 7) Inconvenient.

A. My sister is a really happy soul and everybody loves her. She is often in a good mood and rarely angry – but she does cry a lot! If she watches a film with a really sad ending it makes her cry. What is more surprising is that is she sees a film

with a really happy ending – the chances are that we will still see wet cheeks. Even hearing our baby brother singing one of his nursery rhymes will set her off!

B. Robert Long and Arthur Short are work colleagues and they have known each other since school days. But they often make people laugh when first introduced since Robert Long, could easily get a part in a stage production of 'Snow White and the Seven Dwarfs'. Arthur Short, meanwhile, would not look out of place in a pro Basketball team although he is useless at the game.

C. In the past, the smallest things made him angry – he was always shouting and raging. Shop assistants, traffic lights, the TV news – almost anything could make him erupt! Cynthia's suggestion that he put a pound in a jar each time he got angry proved helpful. Now, sometimes, he even begins to laugh the moment he notices he is angry. When the jar is full he's promised to treat Cynthia to a meal.

D. We live in a village two miles away from Brighton. There is a good bus service in terms of lots of buses available that generally arrive on time. The problem is that few of them go direct to our village. Instead they make detours down to the Marina and up various residential roads making dozens of stops before reaching our village. What should take 5 minutes sometimes takes almost half an hour.

E. Andy has a terrible singing voice. However he likes to sing and when he sings he is usually very loud and out of tune. Liz thinks that he cannot hear his own voice properly. She assumes that Andy actually believes he has a marvelous voice and anyone who happens to hear one of his beautiful performances is simply lucky. Certainly nobody has ever suspected Andy of being faint hearted or shy.

F. Susie loves Rags – her cheerful, faithful and furry companion. She takes him walking every morning and evening and if she cycles to her friend's house, Rags is invited to run along behind. She never forgets his birthday and is always buying him special toys and tasty treats. I'll never forget how sad she was when Rags went missing for a week. She cried every day he was away.

G. What starts the 'terrible two' syndrome on a child's second birthday? During the first year and 364 days they are smiling, cooing and are sweet as can be. The next day they become mini gangsters – screaming, biting, hair pulling and scratching! I am not sure but many psychologists believe that it is because they lack needed language skills and are angry because they can't communicate.

7. Write an essay (15–20 sentences) beginning with the words: *What a person looks like on the outside has nothing to do with what that person is like on the inside!*

8. Read the text about different ways to show appreciation and write the conclusion in 3–5 sentences.

20 simple ways to show appreciation

There are plenty of people that go above and beyond the call of duty on a regular basis and get nothing in return. There are others who do simple little actions that make the lives of others easier or more enjoyable. You may be one of them.

If you're never told that what you do makes a difference you may think, from time to time, ... well why bother?

Other people are no different. You may not expect anything in return but it's still nice to know what you do is appreciated.

Think about what kind gestures your friend has done for you. What has a co-worker done to make your job even a little more enjoyable? What little things do your family members do for you that you really appreciate?

A lot of time *we* know we appreciate these people and the reasons for it but unless we *show* them they won't know. People are not mind readers.

Here are some really simple ways to show your appreciation for those who impact your life in a positive way.

- 1) A heartfelt thank-you note/card.
- 2) Gift certificate to their favorite coffee shop.
- 3) Fresh baking for their early morning meeting.
- 4) Fresh cut flowers to be passed around the office. Include a card that says: A little something to brighten your day. I'm yours for two hours, then give me away.
- 5) Invite your friend or co-worker out for a cup of coffee or a drink after work.
- 6) Lend a hand when a friend or family member is painting or remodeling their home.
- 7) If you know your friend wants to get organized but is having a tough time starting, buy them a book on organizing, some containers and nice notebook.
- 8) Cook a meal so they don't have to after a long day at work.
- 9) Frame one of their favorite pictures.
- 10) Share a plant or a plant clipping.
- 11) Pick up some groceries and drop them off on your way home.
- 12) Return a favor. If your neighbor always shovels your walk way or mows your grass get out there before him or her and do theirs for a change.
- 13) Watch your niece or nephew for an afternoon to give their parents some time off.
- 14) Make reservations at their favorite restaurant.

- 15) Make a candle light dinner at home for your spouse.
- 16) Give a hug. Yes it can be that simple.
- 17) Tell them what you think they are particularly great at.
- 18) Write notes to leave on a pillow, a computer keyboard, or in a lunch box.
- 19) Give a handmade gift. Winter is in full swing here, so how about a knitted scarf or mitts? Or a center piece for their table.
- 20) Make a special day just for them. Plan a day for them around what they enjoy. Go with them if it's appropriate.

So, ...

9. Read the idea and answer the questions.

Friendship is a loving relationship between two people. Friends respect each other, care about each other, remain true to each other, and overlook and forgive each other's faults.

- 1) Do you agree with the idea?
- 2) Can you say that it is the Golden Rule of Friendship? Why?
- 3) How many friends do you have? Do you consider them all being your best friends? Why? Why not?
- 4) What do you do to keep your friendship going?
- 5) Do you have enemies? Why do not you like those people?
- 6) How do you react to people whom you do not like? Do you think it is better to leave them along or try to change? Why?

10. Do you agree with ten good tips for keeping a friendship going? Is there anything you can add to/remove from the list?

- Communicate with your friend.
- Be honest.
- Be loyal.
- Keep secrets unless your friend is in danger.
- Be supportive.
- Try to be fun and optimistic.
- Remember that neither one of you is perfect.
- Expect that your friend will sometimes disagree with you.
- Do nice things for your friend.
- Say good things about others.

11. Read the story and say what is wrong in it.

Friendship starts at home

Two boys were delivering newspapers on their bicycles. One of the bicycle hit a rock, and the boy flew off the bike in one direction and the newspapers in another. The second boy rode up laughing and teasing. A neighbor came to the first boy's to help. The second boy rode on down the street. Seeing the boy's pride was hurt more than his body, the neighbor said, "It's kind of a low blow to have your friend laugh when you've had a bad spill, isn't it?" As the boy packed the newspapers back in place, he replied, "He isn't my friend – he's my brother."

In God's eyes we're all the same

The best part of living is loving and giving.

Proverb

Keywords:

feelings, poetry, tolerance, prejudice, self-esteem, pain.

Questions for discussion

1. Do you often ask people how they feel?
2. Are you genuinely interested in people's feelings?
3. Have you ever hurt somebody's feelings? If yes, what wrong did you do?

The song for consideration

Don't Laugh At Me (Mark Wills)

I'm a little boy with glasses
The one they call the geek
A little girl who never smiles
'Cause I've got braces on my teeth
And I know how it feels
To cry myself to sleep

I'm that kid on every playground
Who's always chosen last
A single teenage mother
Tryin' to overcome my past
You don't have to be my friend
But is it too much to ask

Don't laugh at me
Don't call me names
Don't get your pleasure from my pain
In God's eyes we're all the same
Someday we'll all have perfect wings
Don't laugh at me

I'm the cripple on the corner
You've passed me on the street
And I wouldn't be out here beggin'

If I had enough to eat
And don't think I don't notice
That our eyes never meet

I lost my wife and little boy when
Someone cross that yellow line
The day we laid them in the ground
Is the day I lost my mind
And right now I'm down to holdin'
This little cardboard sign... so

Don't laugh at me
Don't call me names
Don't get your pleasure from my pain
In God's eyes we're all the same
Someday we'll all have perfect wings
Don't laugh at me

I'm fat, I'm thin, I'm short, I'm tall
I'm deaf, I'm blind, hey, aren't we all
Don't laugh at me
Don't call me names
Don't get your pleasure from my pain
In God's eyes we're all the same
Someday we'll all have perfect wings
Don't laugh at me

Words for understanding

geek	beg	pleasure	cardboard sign	blind
cripple	lose one's mind	pain	deaf	overcome

Exercises for deeper study

1. Answer the questions.

- Who are some of the people mentioned in the poem who are feeling pain? Why are they feeling that way?
- The poem includes the words “I'm fat, I'm thin, I'm short, I'm tall, I'm deaf, I'm blind, hey, aren't we all...” What do those words mean? How might we all be 'blind' to some people?
- Do you think most people can relate to the words of this song?
- Have you ever felt the way the people mentioned in the song feel?
- Is it fair to say that tolerance is one of the main themes of this song?

2. Paint or draw a picture that evokes the feelings captured in the song.

3. Write about your personal experience related to the theme of 'Don't Laugh at Me'. (You might write about your own feelings about being left out, about times when you experienced intolerance, or about how it must feel to be in the shoes of somebody else who experiences those feelings.)

Next time you might think what happened in that person's life to bring them to where they are. It could be your next door neighbor in a couple of years.

And... it could be you.

Learn to notice beauty in everything

The world is a book, and those who do not travel, read only a page.

St. Augustine

Keywords:

beauty, heart, surroundings, appreciate, nature, world.

Questions for discussion

1. Do you ever take a minute to stop and look around you? Why? Why not?
2. What comes to your mind when you hear the word 'sunset'?

Information for consideration

Listen and enjoy yourself. It is dawn. The first appearance of daylight in the morning. Everything is coming out to meet the Sun's light. The meadows, forests, rivers, and lakes are feeling happy at this moment showing their fresh and vital beauty.

Flowers, birds, animals and people – all of them are filling themselves with the great power of the sun expressing it in their own language. The flowers are showing their colors: yellow, red, orange, violet, rose, white, pink.

The birds are singing their wonderful songs; the animals are silently observing the surroundings. The butterflies and bees are dancing in the air.

Every creature on earth is thankful to the Sun. Indeed, there is a lot to be thankful for.

This is beauty. This is joy forever!

Words for understanding

dawn

silently

creature

vital

surroundings

thankful

Exercises for deeper study

1. What are some of your most favorite beautiful things or people and what is something you can do to remind yourself to stop and look for the beauty?

2. Read the text below. Do you agree with the ideas in the text?

Beauty is different things to different people. To know this all you have to do is look at the images on your computer labeled 'beauty'. To some it is beauty of face and body, to others it is what's inside that makes a person beautiful. There are some who

equate beauty with nature – an animal, a body of water, or a breathtaking landscape. No matter who you are there is always something that you consider beautiful.

3. Find or draw a picture of something beautiful. Describe the picture and explain why you think it is beautiful.

4. Read the quotations below, find out whose they are and then discuss them with the teacher and your partners.

- That which is striking and beautiful is not always good, but that which is good is always beautiful.
- Everything has beauty, but not everyone sees it.
- Do I love you because you are beautiful, or are you beautiful because I love you?
- Beauty is not in the face; beauty is a light in the heart.
- Some people, no matter how old they get, never lose their beauty-they merely move it from their faces into their hearts.
- It's beauty that captures your attention; personality which captures your heart.
- Beauty comes as much from the mind as from the eye.
- Life is full of beauty. Notice it. Notice the bumble bee, the small child, and the smiling faces. Smell the rain, and feel the wind. Live your life to the fullest potential, and fight for your dreams.

5. a) Read the following adjectives and nouns describing people.

b) Choose 15 adjectives from the list and say using the pattern:

I consider (him, her, my friend, Olga...) being ADJECTIVE (honest, witty...) because...

Example: I consider my sister absent-minded because she always loses things and can't find them when she needs them. – Я считаю свою сестру рассеянной, потому что она постоянно теряет вещи и не может найти, когда они ей нужны.

Absent-minded – рассеянный	Faithful – верный	Punctual – пунктуальный
Ambitious – честолюбивый	Fearful – пугливый	Reasonable – благоразумный
Appealing – обаятельный	Frank – откровенный	Relaxed – раскованный
Assertive – напористый	Generous – щедрый	Reputation – репутация
Attractive – привлекательный	Gentle – кроткий	Reserved – сдержанный
Audacious – нахальный	Good-natured – добродушный	Resolute – решительный
Awkward – неуклюжий	Greedy – жадный	Respectful – почтительный
Blockhead – тупица	Haughty – надменный	Rude – грубый
Boastful – хвастливый	Honest – честный	Self-assured – самоуверенный
Bore – зануда	Hot-tempered – вспыльчивый	Self-starter – инициативный
Bright – способный, умный	Ill-mannered – невоспитанный	Selfish – эгоистичный
Calm – спокойный	Impudent – нахальный	Sentimental – sentimentalный

Charitable – благотворительный Chatter-box – болтун Cheerful – весёлый Clever – умный Clumsy – неуклюжий Communicative – общительный Compelling – неотразимый Conceited – тщеславный Conscientious – добросовестный Consistent – последовательный Coward – трус Cruel – жестокий Cultural – образованный Cunning – хитрый Dawdler – копуша Decent – порядочный Diligent – прилежный Docile – послушный Double-faced – двуличный Earnest – ревностный Eloquent – красноречивый Envious – завистливый Fair – справедливый	Industrious – работоспособный Irritable – раздражительный Jealous – ревнивый Just – справедливый Lazy – ленивый Lazy-bones – лентяй Liar – лжец Light-minded – легкомысленный Loyal – верный Mean – низкий Modest – скромный Mood – настроение Naughty – капризный Neat – опрятный Noble – благородный Obedient – послушный Obstinate – упрямый Opinion – мнение Outstanding – выдающийся Persistent – настойчивый Persuasive – убедительный Polite – вежливый	Shy – застенчивый Slacker – лодырь Sleepyhead – соня Slippery – скользкий тип Sloven – неряха Sluggish – медлительный Sly – хитрый, лицемерный Smart – остроумный Sophisticated – изощрённый Steady – степенный Stingy – скупой Strong-willed – волевой Sweet-tooth – сладкоежка Tactful – тактичный Temper – темперамент, нрав Touchy – обидчивый Trait – черта характера Trusting – доверчивый Unobtrusive – ненавязчивый Versatile – разносторонний Weak-willed – слабовольный Well-bred – благовоспитанный Wise – мудрый Witty – находчивый
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6. Read Sonnet XVIII by William Shakespeare and find the Russian translation you like most of all. Read it aloud in your class. Share ideas which translation you like most of all and explain why.

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date;
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimmed;
And every fair from fair sometime declines,
By chance or nature's changing course untrimmed:
But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st,
Nor shall Death brag thou wand'rest in his shade,
When in eternal lines to time thou grow'st.
So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.

7. Read the text and answer the questions below.

1) What is depicted in the picture that the main speaker is talking about?

- 2) What does beauty mean to each of the people in the text?
- 3) What does the main speaker realize?
- 4) What examples of things that people usually don't like are given by the speaker's brother?
- 5) Why are cobwebs beautiful?
- 6) What is expected to do when the beauty in a place or person isn't obvious?
- 7) Is there anything you are afraid of? Why are you afraid?
- 8) How does the speaker's mother think God correlates to beauty?
- 9) Who is the main speaker attracted to in her life? Why?
- 10) What is it that you notice first of all in people? Does it belong to the inner or outer beauty?
- 11) What does beauty mean to one of the speaker's students?
- 12) Do you love travelling and discovering new places? Why? Why not?
- 13) Do you take the time to notice how beautiful the world is? Why? Why not?
- 14) Do you try to save things? Which ones? How do you do that?
- 15) Is it necessary to save the beauty around us? How can we do that?
- 16) What do you personally do to save our beautiful world?

When is the last time you stopped, took a breath, and noticed all the beauty around you? I was house sitting for a friend earlier this week and took this picture. I am awake at sunrise every morning to get ready for work and never take the time to notice how beautiful it is. This week I looked out the window of the bedroom to see this amazing sunrise. It made me realize that I am constantly surrounded by beautiful things and people and need to stop and notice more often. I live in a beautiful city and have fabulous friends. There is no reason for me to become so buried in the things of life that I forget to notice the beauty of the world around me.

I asked a lot of people what beauty meant to them. My friend told me her definition of beauty, "Beauty is what your heart sees when your eyes are closed. It's short and simple."

My brother says everyone is so busy and rushed and stressed that nobody notices anything. We need to start noticing. Even in the things we aren't that fond of, a lot of people don't like rain or spiders but have you ever seen a cobweb covered in raindrops? It seriously glistens and sparkles like some kind of chandelier. Just cobwebs in general are remarkably beautiful things. Sometimes however, the beauty in a place or person isn't so obvious. But that doesn't mean it can't be found, or you should write them off as ugly. It just means you need to stop and look for it

My mom thinks that beauty is something that she thinks about a lot. It's how humans can connect not only to other humans, but to nature as well. Most

importantly it's how she knows for a fact that God exists. When she sees a beauty in nature she feels one with the earth and she realizes God has no limits to the beauty that he can create.

One thing that I noticed as I matured is that I am attracted to people who shine with inner beauty. I have found that outer beauty is often wasted on people who have a lot of ugliness in their hearts. When I look back on many of the people that I have been attracted to, they all smile a lot... And for me what's really the most beautiful part of a human is their smile.

One of my students told me he had hiked the Eno River in North Carolina with his best friend last summer and as he had been laying on a flat rock in the middle of the river he had just realized how there were so many places like that in the world that he hadn't yet seen. He wants to see all of them. All of the lush, green, adventurous and new places that he hasn't yet discovered. The discovery of a new place is what's beautiful for him!

And I totally agree. We really have a beautiful world and need to appreciate it. There are so many beautiful things in it and something what we need to do is take that moment to see all the beauty in everything! People! Places! It's so simple but true. There is beauty everywhere!

II. A LESSON OF POLITE BEHAVIOR²

Etiquette

Behavior is mirror in which everyone displays his image.

Goethe

Keywords:

treatment, respect, crude behavior, gracious behavior, manners, acceptable.

Questions for discussion

1. What is etiquette?
2. Do you try to follow the rules of etiquette in your everyday life?
3. What are the main rules of in-class etiquette?

Information for consideration

Etiquette is based on three very important principles.

– *Treat others as you want to be treated.*

Every one of us has to be treated with kindness and respect. If we hope to receive kindness and respect from other people, we must treat them with the same.

– *Beauty is as beauty does.*

This means that our personal beauty depends on our behavior rather than on our physical appearance. In other words, it is how we act rather than how we appear that makes us ugly or beautiful. No matter what we look like, crude behavior can make us ugly, while gracious behavior can make us beautiful in a very special way.

– *A thing of beauty is a joy forever!*

Think about it. When you are around something that is ugly, you feel sad and depressed. On the other hand, when you are around something that is beautiful you feel inspired and happy.

Being around a person who is ugly because of crude behavior is often sad and depressing. However, being around a person who is beautiful because of gracious behavior is often inspiring. Generally speaking, people do not want to be around a person who makes them feel depressed. Instead, they want to be around someone who makes them feel good.

² В данной главе использованы материалы из следующих источников [5; 26; 27; 40; 41; 44; 46; 47; 50; 52; 60; 72].

Words for understanding

treat

gracious

crude

feel inspired

Exercises for deeper study

1. Match the words (1–8) with their definitions (A–H).

- | | |
|----------------------|--|
| 1) punctuality | A) rules for polite behavior when eating with others; |
| 2) cultural literacy | B) not polite, rude; |
| 3) impolite | C) the habit of being on time; |
| 4) etiquette | D) knowing about and respecting the culture of others; |
| 5) offensive | E) extremely rude or impolite; |
| 6) table manners | F) the rules for polite behavior in society or in a particular |
| 7) taboo | group; |
| 8) customary | G) usual or traditional in a particular culture; |
| | H) not allowed because of very strong cultural or religious |
| | rules. |

2. Complete the text with the words and phrases below.

informal contacts etiquette politeness formal build relationships polite

1)_____ is the name we give to the rules for being 2)_____ in a social group. Business etiquette is important for people who often have to make new 3)_____ and 4)_____ in their work. 5)_____ can also help to improve the working environment for people in the same office. Some cultures and situations are 6)_____, which means that we have to follow rules; other cultures and situations are more 7)_____.

3. Imagine you have designed a robot. Your job is now to program the robot to interact properly with people. What instruction do you give the robot in the following areas?

- greeting people
- driving a vehicle
- international travel
- interacting with women (or men)
- business etiquette
- mobile phone usage
- eating at a restaurant
- dating
- writing e-mails

4. Read these etiquette scenarios. How do you deal with each situation? Discuss with the teacher and your partners.

1) The Bill – You go out for lunch with a friend. He claims he forgot his wallet but promises to pay you back if you pick up the check. You agree. You have seen him twice since and he has not offered to repay you.

2) Dress Code – Weeks ago, you received a printed invitation to a breakfast seminar at a hotel. You RSVPed but overlooked that it said the dress code was business attire. You enter the conference room in business-casual clothes (khakis and a collared shirt), only to find everyone in suits.

3) Bad Date – You are out on a date with a new person. You can sense that the date is going to be a disaster. You are not sure whether you should make up an excuse to leave or stick it out.

4) Tipping – You are at a restaurant in the US. The waiter was rude and the food mediocre. You don't want to leave a tip but your friend says you ought to because it's the custom.

5) The Gift – Your partner has just given you a sweater-vest for your birthday. It's hideous. You are considering asking for the receipt so you can exchange it for something else.

6) The Seat – You are seated on the bus. At the next stop, a woman gets on. All seats are occupied. You are hesitant to offer your seat to her because it might offend her. She looks fit, but she could be 65 years old. On the other hand, she could be much younger.

7) Team-Player – The new company director has organized a team-building exercise this weekend. The event is a paint balling. You have no desire to go, but you don't want to be seen as a non-team-player.

8) Smells – One of your coworkers dresses well but wears far too much cologne. Another smells as if he doesn't shower at all. When both odors are mixed together, you can hardly breathe.

9) Facebook – Your aunt wants to add you as a 'friend' on Facebook. You don't really want family invading your online social life. But, you know she'd be upset if you refused her request.

5. Match the words and phrases (1–11) with their meanings (a–k).

- | | |
|------------------------|-----------------------------|
| 1) RSVP | a) clothes |
| 2) overlook | b) very ugly |
| 3) attire | c) healthy; in shape |
| 4) stick something out | d) fail to notice something |
| 5) hideous | e) uncertain |

- | | |
|--------------------|--|
| 6) mediocre | f) enter a place (usually in large numbers) and disturb it |
| 7) hesitant | g) a smell, especially one that is unpleasant |
| 8) offend somebody | h) Répondez s'il vous plaît (please reply) |
| 9) fit | i) average |
| 10) odor | j) make somebody feel upset |
| 11) invade | k) accept or tolerate something difficult or unpleasant |

6. Read the following information about etiquette in class and answer the questions below.

1) Do you think it is a shame to admit that you don't know the answer to a teacher's question?

2) Do you have any idea what a make-up test is?

3) Can you be given high scores if you are often late for classes?

4) Is it polite to interrupt another student while he/she is answering a question?

5) What can a student's copying a test result in?

6) Why can't a student put up any sign, announcement or advertisement on the walls of the university?

1) If the teacher asks a question, you are expected to give an answer. If you do not understand the question, you should raise your hand and ask the teacher to repeat the question. If you do not know the answer, it is all right to tell the teacher that you do not know. Then he or she knows what you need to learn.

2) There is no excuse for not doing your homework. If you are absent, you should call your teacher or someone who is in your class and ask for the assignment. It is your responsibility to find out what assignments you have missed. It is not the teacher's responsibility to remind you of missed assignments.

3) You must not be absent on a test day. If you are seriously ill, call and let the teacher know you will not be there for the test. If your teacher allows make-up tests, you should take the test within one or two days after returning to class. Serious illness is the only reason for missing a test.

4) Be on time! It is considered rude to be late. Also, it bothers other students. If you must come in late, be sure to do it quietly. Have your books and papers out of your bag before you come into the room. Then go to your seat and sit quietly. In the US it is not necessary to knock before you enter the classroom. Most of the teachers will give you a low grade if you are often late.

5) Have your book out and be ready to begin when the class starts. Your teacher should not have to ask you every day to take out your book. Be sure you have a paper and a sharp pencil ready.

- 6) In America, you should call your teacher by his or her last name, not 'teacher'. Also you should use Mr., Miss, Ms. or Mrs. before the last name (such as Mrs. Smith or Mr. Jones). This is considered polite. The teacher will tell you his or her preferred title.
- 7) Be courteous to other students. If another student is answering a question, giving a report or an explanation, you should listen quietly and give them your attention. Everyone must be treated with the same respect you would like them to give to you. Also, the question they are asking may be something you need to know.
- 8) It is considered impolite in the US to eat, drink or chew gum during class. This is reserved for the break. Also, removing one's shoes in the classroom is not polite.
- 9) If you must leave during class, do so quietly. There is no need to ask the teacher's permission. However, leaving the class for something other than an emergency is not acceptable. (Getting a drink or sharpening your pencil is not considered an emergency.)
- 10) Copying another student's test or paper is never acceptable. It is called cheating. In most schools in the US, students who cheat are expelled (kicked out).
- 11) Posters, bulletin boards, or any other thing hanging on the wall is considered property of the university and shouldn't be written on or removed without permission. (A sign-up sheet may be written on, but only put your name on it.)
- 12) It is not acceptable to put up any sign, announcement or advertisement without first getting permission from the university office.
- 13) Books, backpacks, lunches – anything that belongs to other people is considered private and should not be moved or tampered with.
- 14) Entering a teacher's office or any office with a closed door without knocking first is not acceptable. Knock first, then wait to be invited in.
- 15) It is not considered polite to yell at people to get their attention. When talking in a group, you should not speak so loudly as to disrupt others who are close by.
- 16) Wearing a hat in class is considered impolite by many teachers. Some teachers/programs may ignore it, but you should ask permission first.

7. Choose the correct answer (a–c) according to the information about etiquette in class.

- 1) When the teacher asks a question, you should ____.
 - a) raise your hand
 - b) give an answer
 - c) repeat the question

- 2) If you miss a class, what should you do to find out what assignment was given?
- a) call the teacher or a classmate
 - b) give an excuse
 - c) remind the teacher you were absent
- 3) When are you allowed to take a make-up test?
- a) when you are absent on a test day
 - b) when you are really sick and call the teacher justifying your absence
 - c) when there's a test two days after the previous one
- 4) A synonym for bother is ____.
- a) please
 - b) worry
 - c) disturb
- 5) Teachers in the USA should be called ____.
- a) by their preferred title plus their last name
 - b) 'teacher'
 - c) by their first name
- 6) A student is considered impolite when he/she ____.
- a) eats and drinks during the break
 - b) takes off his/her shoes in class
 - c) treats everyone with respect
- 7) In most schools in the USA, cheating is considered ____.
- a) acceptable in some cases
 - b) a minor fault
 - c) a serious fault
- 8) What are you not allowed to do without previous permission?
- a) speak quietly in a group
 - b) knock at the door before entering the teacher's office
 - c) put up an announcement
- 9) To tamper means ____.
- a) to damage
 - b) to insult
 - c) to steal
- 10) Wearing a hat in class is considered ____ by many teachers.
- a) indignified
 - b) rude
 - c) charming

8. Complete the classroom rules with the words below.

cooperate	raise	respect	quietly	help
carefully	follow	effort	kind	

- 1) Always give every task your best ____.
- 2) ____ with other people in the class.
- 3) Work ____ at your desk.
- 4) ____ your hand if you have something to say or need ____.
- 5) Listen ____.
- 6) ____ directions.
- 7) ____ others. Be ____ with your words and actions.

Polite language

Language is the dress of thought.

Samuel Johnson

Keywords:

polite response, polite request, formality, diplomacy, clarification.

Questions for discussion

1. Do you consider yourself being polite?
2. What is wrong with the person who is called impolite?
3. Do you think politeness promotes a positive atmosphere in your contact with people? In what way?

Information for consideration

- When native speakers wish to give thanks politely, they often say much more than just 'thank you'.
- When native speakers of English give a negative answer they do not usually just say 'no'. They prefer to make the response more polite by adding words or using different phrases to show they are saying no.
- At work we often have to ask people to do things for us. We may need their help urgently or it may be a minor matter. The language we use to make such requests will be different, depending on the importance of the thing requested. We are more formal and less definite if we are asking another person to make big efforts for us.
- Our language also reflects the relationship we have with another person. If we are asking a stranger or our boss to do something for us, we choose language which is much more formal and less definite (weaker) than when speaking to a colleague in our office or a friend.
- Social English helps you to promote a pleasant and positive atmosphere in your contact with people. It is especially useful in situations where you are the host or guest, meeting face to face.
- Most people connect the word style with fashion, particularly with clothes. In a sense, language too is either 'dressed up' or 'dressed down', depending on the situation you are in or who you are talking to. Style covers a variety of subjects but two aspects of style which are vitally important in business communication are formality and diplomacy.

- It is often necessary to ask for further clarification of language, especially when the conversation is between a layman and an expert.

Words for understanding

urgently	definite	formality
minor	effort	diplomacy
request	promote	layman

Exercises for deeper study

1. In what situations while communicating with other people do you use the following words and phrases?

Please.
May I?
Thank you.
You are welcome.
Take my seat.
Let me share.
Excuse me.
You go first.
Let me help.

2. What do you say in these situations? Choose two possible responses for each remark.

- 1) How's your family?
 - a) They're all well.
 - b) Fine, thanks.
 - c) She's well, thank you.
- 2) How are you?
 - a) Pleased to meet you.
 - b) Not so bad.
 - c) Fine, thanks.
- 3) How's business?
 - a) So-so.
 - b) Pretty good, thanks.
 - c) Yes, it is.
- 4) I really like my new job.
 - a) I'm sorry to hear that.
 - b) That's great news.
 - c) I'm glad to hear that.

5) She isn't very well, I'm afraid.

a) I'm sorry to hear that.

b) Really? I'm sorry.

c) I'm happy to hear that.

6) What about you?

a) I'm fine, too.

b) I'm very well, too.

c) I'm sorry to hear that.

3. Here are some answers. What are the questions?

1) Not very well. I was ill for several days last week.

2) He's fine, thanks, and the children are well too.

3) We're having an excellent year – lots of new contracts.

4) She is very well – she's studying at business school now.

5) Fine, thank you. I really like my new boss.

6) Not so bad.

4. Match the phrases on the left with their responses on the right. Suggest your own responses. Then think of the continuation of the dialogues and role-play them.

1. We managed to get the important contract with Germany.

A. Good to see you, Peter. How are you?

2. Good morning, John. Nice to see you again.

B. Well, I'm afraid I haven't got a very high opinion of them.

3. What do you think of the new proposals?

C. Oh, how disappointing.

4. Could you repeat that, please?

D. Yes, certainly.

5. I'm afraid the sales figures were down last month.

E. Oh, wonderful. Congratulations!

5. Match the polite thanks (1–5) with their responses (A–E).

1) Thank you very much. It was very kind of you to give me a lift to the station.

2) Thank you very much, and please give my thanks to your wife. Dinner was absolutely delicious.

3) Thank you for giving us so much of your time. I couldn't have repaired the printer without your help.

4) I'd like to say thank you on behalf of the group. Your speech was extremely interesting and informative.

5) I am very grateful to you for sending me so much information.

- A. Well, I enjoyed talking to you all. You've been a great audience.
- B. It was a pleasure. We really enjoyed meeting you at last.
- C. Don't mention it. I was going this way anyway.
- D. Not at all. If you need any more, please don't hesitate to ask.
- E. You're welcome. It really wasn't any trouble.

6. Match the questions (1–5) with an appropriate response (A–E). Do you consider responses polite? Why? Why not?

- | | |
|--------------------------------------|--|
| 1. Do you mind if I smoke? | A. No, thank you. |
| 2. Do you like the new plan? | B. It might not be very convenient for the others. |
| 3. Would you like to come to dinner? | C. I'd rather you didn't. |
| 4. How about postponing the meeting? | D. I'd love to, but I'm afraid I'm busy. |
| 5. Would you like some coffee? | E. Well, not really I'm afraid. |

7. Make polite requests with 'Could you', 'Could you please', 'Would you like', 'Would you', 'Would you mind', 'Could I', 'Could you tell me'. Use the ideas below.

how to get to XYZ Agency	follow me please	borrow this
some help with your homework	helping us	anything else
take these to your room	take me to the airport	some more
stop talking on the phone		

8. Look at the situations below. In each case you need to ask someone to do something for you. What do you say?

- 1) You've lost your calculator. Ask a colleague to lend you his.
- 2) You want your secretary to type a letter for you.
- 3) You want somebody in your department to finish writing a report for you by Friday.
- 4) You can't meet Pat Hoskins tomorrow because you've suddenly got to go to Paris on business. Ask a colleague to meet Pat Hoskins instead.
- 5) You want your friend to get you a coffee.
- 6) You can't attend the meeting tomorrow because you have a doctor's appointment. Ask your boss to postpone the meeting.

9. Look at the response phrases below. Is it possible to use all of them with the requests above? Why? Why not?

Yeah, OK.
No, not at all.

Certainly.
Yes, of course.
Yes, all right.

10. Here are some of the things you may have to do as either a host or a guest.
Match the sentences (A–V) with an appropriate activity (1–13).

- | | |
|---|---|
| 1) Greet someone you know. | A. May I have some salt, please? |
| 2) Respond to a greeting . | B. Don't worry. It's no problem. |
| 3) Introduce yourself or another person. | C. Is this your first visit to this country, Mr. Prince? |
| 4) Respond to an introduction. | D. Many thanks for the meal. |
| 5) Offer, e.g. a cup of tea. | E. Would you like a drink? |
| 6) Accept or refuse an offer. | F. How was your journey? |
| 7) Request, e.g. milk or sugar/to borrow a pen. | G. May I make a quick phone call to my office? |
| 8) Respond to a request. | H. May I introduce Hans Peek from our Tokyo office? |
| 9) Apologise, e.g. for being late. | I. How do you do? |
| 10) Respond to an apology. | J. I'm so sorry. My secretary tells me she hasn't sent you the sales figures. |
| 11) Make small talk, e.g. about the weather. | K. I really must apologize for the delay. |
| 12) Thank for hospitality. | L. May I introduce myself? |
| 13) Respond to thanks. | M. Good morning. How are you? |
| | N. Yes, please. Could I have a gin? |
| | O. Are you interested in soccer? |
| | P. Thank you for a delicious meal. |
| | Q. What do you think of the wine? |
| | R. Could you pass the butter? |
| | S. It was a pleasure. |
| | T. Good morning, Mr. Prince. |
| | U. Very well, thank you. And you? |
| | V. Yes, of course. Go ahead. |

11. Make the question more polite using the words in brackets.

- 1) What nationality is Alex? (Do you know...)
- 2) Where is he from? (Can you tell me...)

- 3) Is this shop open on Saturdays? (Could you tell me...)
- 4) What time was the meeting? (Can you tell me...)
- 5) Were they on time? (Do you know...)
- 6) Why was the conference cancelled? (Do you know...)
- 7) When is the next lesson? (Do you know...)
- 8) Why are they so late? (Can you tell me...)
- 9) What's the time? (Could you tell me...)
- 10) Where is Alex? (Do you know...)
- 11) Where does he live? (Do you know...)
- 12) What time did the conference begin? (Can you tell me...)
- 13) Does the bank close for Easter? (Could you tell me...)
- 14) What time does the lesson start? (Can you tell me...)
- 15) Did they speak English? (Do you know...)
- 16) Why did they postpone the meeting? (Do you know...)
- 17) Where did he go? (Do you know...)
- 18) Did he write the report? (Can you tell me...)
- 19) Where does he normally have lunch? (Do you know...)
- 20) Where did he have lunch yesterday? (Do you know...)

12. Read the following information about formality and diplomacy and discuss their main features with the partners.

Formality

English is different from many other languages in that its spoken form differs considerably from its written form. Naturally, written English tends to be more formal. Spoken English contains a great many contractions such as 'it's', meaning 'it is' or 'it has', 'I've', meaning 'I have', 'he's', meaning 'he is' or 'he has', 'we'd', meaning 'we would' or 'we had'. These contractions, used widely in conversation, are not used in written English (except, perhaps, in informal friendly letters). They would not be used in a formal letter or report.

Another aspect of formality which is important in report writing is the use of the passive voice. If you were giving advice in spoken English, for example, you would probably use an 'active' sentence, such as 'if I were you, I'd relocate the factory'. This type of sentence would not be used in a business letter or report. The sentence would probably read: 'It is recommended that the factory be relocated'. In formal written English, it is also often preferable to avoid using personal pronouns, such as I or we, in order to make the text more impersonal.

Diplomacy

In addition to formal written style, English also has a unique diplomatic spoken style. Native speakers often try not to sound too direct. Examples of this tactful style include using 'I'd like' instead of 'I want', e.g. 'I'd like to hear your proposals', rather than 'I want to hear your proposals'. Another example is 'Perhaps we should now consider...' rather than 'Now, it's time to consider...'

Native speakers also try to avoid giving an unnecessarily negative impression. For example, instead of saying 'That is impossible' they say 'That is not very likely'. Or, instead of saying, 'Wednesday is impossible' they might say 'Would Monday be more convenient?' Notice the use of 'would' which gives a more tentative sound to a statement or question. For example, 'That is too expensive' can become 'That would be rather expensive'. Statements are usually softened by qualifiers such as 'rather', 'somewhat', 'quite', 'some' etc. For example, 'I don't fully agree' or 'There is a slight problem'.

Modifying your language in this way can be a useful tactic in business dealings when you are trying to establish a pleasant cooperative atmosphere, particularly with people of other cultural backgrounds. Indeed, in many business meetings and negotiations such diplomatic use of the English language can be a very positive aid to avoiding direct confrontation with your counterparts and a useful tactic. Non-native speakers whose own language is far more direct may find it odd to use such diplomatic language. However, they should at least be aware of its existence, especially if they are doing business with native speakers of English.

13. Change the spoken English phrases below to more formal written language.

- A. I'd like an answer from you soon.
- B. If I were you, I'd launch the new product in April.
- C. We'd suggest that you consider a different option.
- D. Why don't we meet next Tuesday afternoon?
- E. You can solve the problem in two ways.

14. Change the direct statements below to more diplomatic statements.

- A. I want to look at the report now.
- B. We can't possibly do that!
- C. Next month is impossible.
- D. I am fed up with these late payments – this is the third time!
- E. This machinery is much too sophisticated for what we need.

15. Make sentences with the expressions below.

- 1) I'm sorry, I'm not sure about... Could you tell me what it means?

- 2) What exactly do you mean by...?
- 3) Could you clarify... for me?
- 4) I don't think I've understood all that. What exactly is...?
- 5) Would you mind defining... a little more precisely?
- 6) Can/could you possibly give me an explanation of...?
- 7) Can/could you explain what... is?
- 8) When you say..., do you mean...?
- 9) I think I've understood, but could/would you give me an example of...?
- 10) Am I right in thinking... means...?

16. Make short dialogues with the examples below.

Seeking clarification:

- Would you mind rephrasing the question? I didn't quite understand it.
- Have I understood you correctly?
- When you say... do you mean...?
- If I understand you you're asking...

Giving reassurance:

- I'd like to reassure you about that.
- There is no need for concern on that point.
- I can understand your concern but...

Giving yourself time to think:

- I'm glad you asked that question.
- That's a very interesting question.

Avoidance:

- I'm afraid I can't give you an answer to that question at the moment.
- I'd prefer not to comment on that for the moment.
- Perhaps I could answer that question later.

Good manners

A Native American elder once described his own inner struggles in this manner:
“Inside of me there are two dogs. One of the dogs is mean and evil. The other dog is good. The mean dog fights the good dog all the time.
When asked which dog wins, he reflected for a moment and replied,
“The one I feed the most.”
George Bernard Shaw

Keywords:

generous behavior, showing respect, morality, courtesy, obedience.

Questions for discussion

1. Do you always remember to say please and thank you?
2. Imagine you are on a bus. After you take the last seat, an elderly woman gets on the bus. What do you choose?
 - A. You get up and offer her your seat.
 - B. You hide your face in a magazine or newspaper.
 - C. You let her stand because she'll soon find a seat.
 - D. You rationalize by thinking, “First come, first served.”

Information for consideration

Good manners are important across the globe, but that doesn't mean they are the same. The rules of politeness vary greatly all over the world, from country to country everywhere.

Good manners are taken extremely seriously in Japan. It is considered rude to blow your nose in front of other people and impolite to eat while standing or walking in the street (except ice-cream). When visiting someone's house you should always take off your shoes, and you should be very careful what you say. The Japanese are so well-mannered that they think it is rude to express your opinion too directly. In fact, the Japanese have two different words for opinions 'honne' which is your real opinion; and 'tatemae' which is your public opinion. Generally, they express their public opinion not to hurt people.

But it isn't only in Japan where you can see the difference. In many countries people shake hands when they greet each other but in others it might be seen as aggressive. While in Western cultures it is polite to keep eye-contact during a conversation, in other countries it is best to show your respect by not looking directly at the speaker. Just to add to the confusion, whereas we shall nod our heads to say

'yes' and shake them to say 'no', in some parts of the Middle East, shaking your head means 'yes' and nodding it means 'no'!

In spite of all the differences most of the countries have to face one problem nowadays: the disappearance of good manners. In America Public Agenda showed that 73 % of Americans think that manners are worse now than 20 years ago. At the same time in China the government had to start a campaign during the Olympics to give up bad habits such as spitting in public, littering the streets and using bad language. In England announcements are made on trains to remind people to offer their seats for the elderly and women with children.

As we can see good manners are treated seriously all over the world, that's why we should learn and follow them.

Words for understanding

vary	well-mannered	keep eye-contact	nod
rude	hurt	spit	remind
careful	aggressive	litter	

Exercises for deeper study

1. Discuss these questions with the teacher and your partners.

- 1) Are you always obedient to parents or teachers? Are you careful not to gossip or talk about other people? Do you try to say something good about a person who is being talked about negatively in your presence?
- 2) Are you considerate to your neighbors? For example, are you careful not to be noisy late in the evening or early in the morning? Do you keep your pets from being an annoyance?
- 3) Are you always courteous? For example, do you wait for your turn in line?

2. Read and match the headings (1–3) with the texts (A–C).

- 1) Manners at Work
- 2) General Manners
- 3) Table Manners

A. Good manners are meant to prevent accidents and keep other diners comfortable at the table. When seated, unfold your napkin and place it on your lap. Keep your elbows off the table and don't hover over your food. Enjoy the conversation, but swallow your food before talking. Refrain from reaching across the table to grab more grub. Instead, ask someone to pass you the dish. If the table setting uses more than one fork or spoon, start with the outside utensil and work your way towards your plate with each course. Chew with your mouth closed and use your

napkin as needed. Cut only a few bites of meat at a time. Place your utensils on the side of your plate in between bites. When you are finished, place your utensils across the top of your plate, thank your host for a good meal and excuse yourself if you must leave the table.

B. Even though you spend the majority of your day at the office, it's important to keep your behavior professional. Stand up and walk around your desk to greet someone who is not staff or a frequent visitor. Shake hands when you meet someone. Do not eat while on the phone or during a meeting, unless everyone is eating. Keep your voice at acceptable levels, whether you have an office with a door or a cubicle. Show respect to every person you encounter, from the maintenance man to the CEO. If you have a shared kitchen at work, clean up after yourself, and do the same in the restroom.

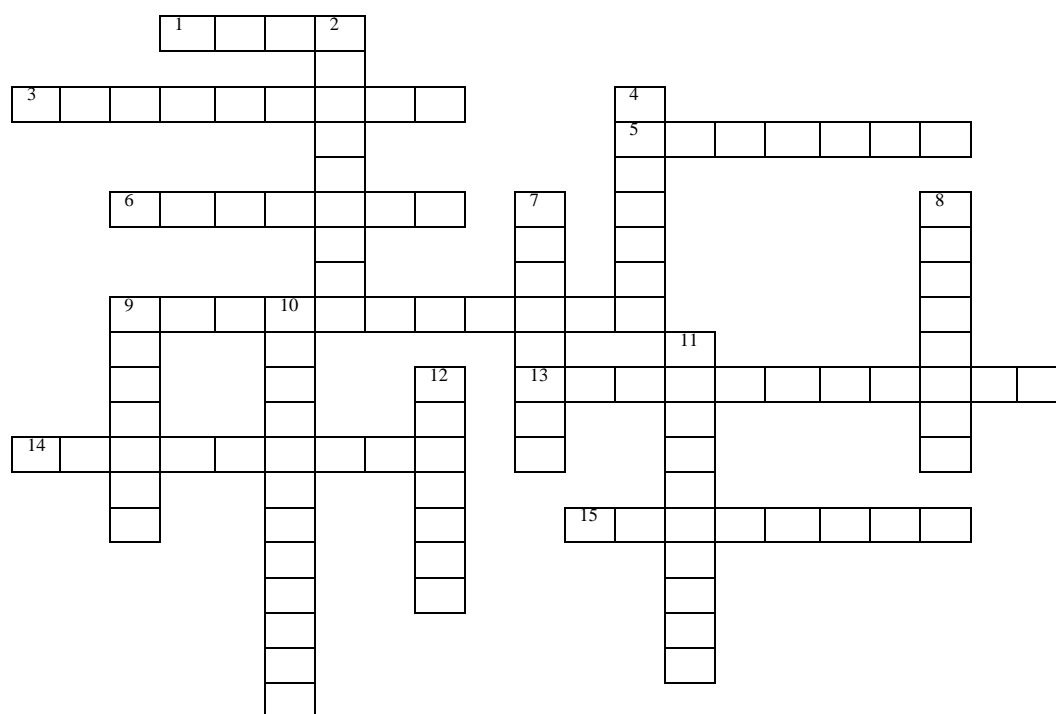
C. Use good manners out of respect for others and yourself. Most good manners involve polite, generous behavior, such as saying 'please' and 'thank you', sharing and taking turns, kind language and abstaining from foul words in public. Hold the door open for others coming through. Do not push or shove, even when you're in a hurry. When riding on public transportation, offer your seat to pregnant women and anyone older than you. Cover your coughs and sneezes; do not burp loudly and say 'excuse me' if you do. Be helpful and considerate of other's feelings. Follow the 'golden rule': treat others the way you expect to be treated.

3. Answer the questions to find out how nice you are. Share your answers with your partner giving reasons for your ideas.

1. Do you do your best to be on time when meeting a friend?	ALWAYS SOMETIMES NEVER
2. Do you do the cooking at home?	ALWAYS SOMETIMES NEVER
3. Do you make excuses if someone asks you to do a big favor for them?	ALWAYS SOMETIMES NEVER
4. Do you make negative comments about your friends' hair, clothes, etc?	ALWAYS SOMETIMES NEVER
5. Do you find it easy to make friends?	ALWAYS SOMETIMES NEVER

4. Solve the crossword. Use the words below.

offering	formality	correctness	request
etiquette	rule	contact	informality
apology	relationship	meeting	breeding
politeness	gratitude	manners	morality



ACROSS

1. There is no ____ without an exception.
3. There's too much ____ at official dinners.
5. May I give my sincere and abject ____ for the incident?
6. Brochures are mailed out on ____.
9. She spoke with pedantic ____ of pronunciation.
13. ____ is the state of being informal.
14. She expressed her ____ for our help.
15. A man of fine ____ is someone with good manners.

DOWN

2. ____ is the customary code of polite behavior in society or among members of a particular profession or group.
4. The child has good table ____.
7. ____ is something that is offered.
8. ____ is the quality of being in accord with standards of right or good conduct.
9. We are out of ____ for many years already.
10. The old ____ between the friends was quickly re-established.
11. ____ is the practical application of good manners or etiquette.
12. Our ____ was purely accidental.

5. Read the text giving information how to behave at an American dinner and say which of the sentences below are true and which of them are false.

- 1) Punctuality is not important in the United States.
- 2) You can sit anywhere you'd like at the dinner table.
- 3) You can start eating when your host or hostess does.
- 4) You should help clear the dishes off the table.
- 5) If you want salt or pepper, you should reach quietly for it, even if it is in front of someone else.

- 6) You should unfold your napkin and put it in your lap.
- 7) It's nice to compliment the cook.
- 8) It's okay to talk with your mouth full.
- 9) When you are leaving, you should thank the host and hostess.

Here are a few tips to help you know how to behave at an American dinner. First of all, you should always arrive on time. Even 15 minutes late is impolite! If you are going to be late, call your host or hostess ahead of time. It is also not polite to come early. It is always nice to bring your host or hostess something such as flowers, but it is not necessary.

When in the dining room, don't take a seat until your host or hostess shows you where to sit. Unfold the napkin that is beside your plate, and put it on your lap. Bowls of food are usually passed from person to person around the table. People serve themselves.

In America it is considered rude to begin eating before everyone has been served. Take part in the conversation, but don't talk with your mouth full. If someone asks you a question while your mouth is full, finish chewing before you answer the question. Do not reach in front of someone for a dish, the salt, or the pepper. Simply say, "Please pass the salt."

Always compliment the cook by saying, "The meal is delicious/wonderful!" When dinner is over, help clear the dishes off the table. When you are leaving, thank your host or hostess by saying, "Thank you for a nice evening. I enjoyed it very much." Americans often send a thank-you note afterwards.

6. Do this quiz to find out how much you know about good manners.

- 1) Minding your e-mail manners will help you ____.
 - a) do better on tests
 - b) find things on the Internet
 - c) have a good time online
 - d) win a prize from a website
- 2) You shouldn't type in all capital letters because it means ____.
 - a) nothing special
 - b) that you are shouting
 - c) that the keyboard is broken
 - d) that it is okay to send that message to others
- 3) You should never ____.
 - a) attach unnecessary files to your email message
 - b) write impolite things to the person you are emailing

- c) ask for or give out personal information
 - d) All of the above.
- 4) Being neat, clean, and dressing to suit the occasion is the pride you show in your ____.
- a) occupation
 - b) parents
 - c) appearance
 - d) job
- 5) A good rule to follow is to ____.
- a) reread your message before you send it
 - b) write things that make sense
 - c) use a spellcheck
 - d) All of the above.
- 6) If someone is rude to you in an email ____.
- a) do not reply to the email
 - b) be rude right back to them
 - c) forward the email to everyone you know
 - d) All of the above.
- 7) If you do not wish to have your wine, water, or coffee refilled, you should ____.
- a) say 'no, thank you'
 - b) cover your cup or glass with the palm of your hand
 - c) pick your cup or glass up and throw it into the nearest fireplace
 - d) push your cup or glass away from you
- 8) An example of a proper complimentary closing for a business letter may be ____.
- a) 'Dear _____'
 - b) (Your name)
 - c) 'Respectfully'
 - d) 'Thanks'
- 9) You can make yourself look good online if you ____.
- a) spell all your words correctly
 - b) say polite things to others
 - c) write something that makes sense
 - d) All of the above.
- 10) Professional etiquette is displayed in ____.
- a) the firmness of your handshake
 - b) your ability to learn
 - c) your poise in an unfamiliar situation
 - d) All of the above.

- 11) You should reply to an email question ____.
- a) with an email question
 - b) as soon as it is sent
 - c) as soon as you can; no longer than 3 days
 - d) never
- 12) Before you send an email ____.
- a) make sure you have the correct email address
 - b) reread the email and correct any errors
 - c) make sure your message will not make anyone feel bad
 - d) All of the above.
- 13) Once everyone is seated at the dinner table, one must first ____.
- a) check his or her silverware
 - b) engage in conversation with other guests
 - c) place a napkin on his or her lap
 - d) ask for the menu
- 14) When sitting at a table, one must do all of the following except ____.
- a) turn off cell phones
 - b) assist ladies out of their coats and help them sit
 - c) hang coats or jackets on back of the chair
 - d) remove keys, purses and cell phone from the table
- 15) When introducing a guest, it is proper to ____.
- a) state the guest's name first
 - b) give some background information about the people you are introducing
 - c) state the name of the person you are introducing to the guests first
 - d) let the individuals introduce themselves
- 16) When not in use, a spoon or fork should be rested ____.
- a) at the right side of the plate
 - b) at the left side of the plate
 - c) middle of the plate
 - d) in your left hand
- 17) When staying in a private home as a guest, you should ____.
- a) respect your hosts' customs for meals and bedtime
 - b) pitch in with the housework and clean up after yourself
 - c) pay for any telephone calls or other expenses you have incurred
 - d) All of the above.

7. Discuss these examples of bad manners. Which ones do you think are especially bad? Why?

- arriving late for a meeting
- using bad language
- being rude to people who offer to help you
- not apologizing if you offend someone
- shouting an order at someone
- ignoring people when you meet them

8. Write an essay on the topic: *When you make good manners a habit they will serve you throughout life.*

Gratitude

Gratitude is a sign of noble souls.

Aesop

Keywords:

grateful personality, grateful mood, grateful emotions, life satisfaction, happiness, appreciation.

Questions for discussion

1. What do you think the word 'gratitude' means?
2. Do you agree with the following statement: “Silent gratitude isn't much use to anyone?”
3. Can gratitude be a motivator of behavior? In what way?

Information for consideration

Gratitude is considered a core component of many religions. For example, Judaism, Christianity, and Islam all encourage gratitude towards others, but especially towards God.

Gratitude is a personality trait, a mood, and an emotion. As an emotion, gratitude is a feeling of happiness that comes from appreciation. While under a grateful mood, grateful emotions are more likely to traffic. Likewise, those with a more grateful personality are more likely to experience grateful moods and emotions.

In addition to having three forms – emotion, mood, and personality, gratitude has four additional dimensions:

- Intensity: The depth of the feeling, from a slight emotional tug to overflowing tears.
- Frequency: The ease with which grateful feelings are elicited.
- Span: The number of different things for which a person can be grateful for at the same time.
- Density: The number of different people for which a person can be grateful for a single positive outcome.

Gratitude is one of the most effective methods for increasing long-term life satisfaction. Dozens of studies have shown the same result – gratitude is like a skill, which can be trained. With practice and the right perspective, there will always be many things to be grateful for.

Words for understanding

core	frequency	density	life satisfaction
intensity	span	long-term	perspective

Exercises for deeper study

1. Read the text and position the headings on their places.

What Are You Grateful For?

Go for deep gratitude

Try a gratitude visit

Try it on your family

Share the feeling

No matter how dysfunctional your family, gratitude can still work. Do one small and unobtrusive thoughtful or generous thing for each member of your family on Thanksgiving. Say 'thank you' for every thoughtful or kind gesture. Express your admiration for someone's skills or talents – wielding that kitchen knife so masterfully, for example. And truly listen, even when your grandfather is boring you again with the same World War II story.

Why does gratitude do so much good? More than other emotion, gratitude is the emotion of friendship. It is part of a psychological system that causes people to raise their estimates of how much value they hold in the eyes of another person. Gratitude is what happens when someone does something that causes you to realize that you matter more to that person than you thought you did.

This exercise begins with writing a 300-word letter to someone who changed your life for the better. Be specific about what the person did and how it affected you. Deliver it in person, preferably without telling the person in advance what the visit is about. When you get there, read the whole thing slowly to your benefactor. You will be happier and less depressed one month from now.

Once you've learned to count your blessings, you can think bigger.

As a culture, we have lost a deep sense of gratefulness about the freedoms we enjoy, a lack of gratitude toward those who lost their lives in the fight for freedom, a lack of gratitude for all the material advantages we have.

2. Comment on the following statement and then answer the questions.

Being conscious of who and what you are grateful for has real benefits.

- 1) Is there any difference in the meaning of the words 'grateful' and 'thankful'?
- 2) What are the possible benefits of being grateful?

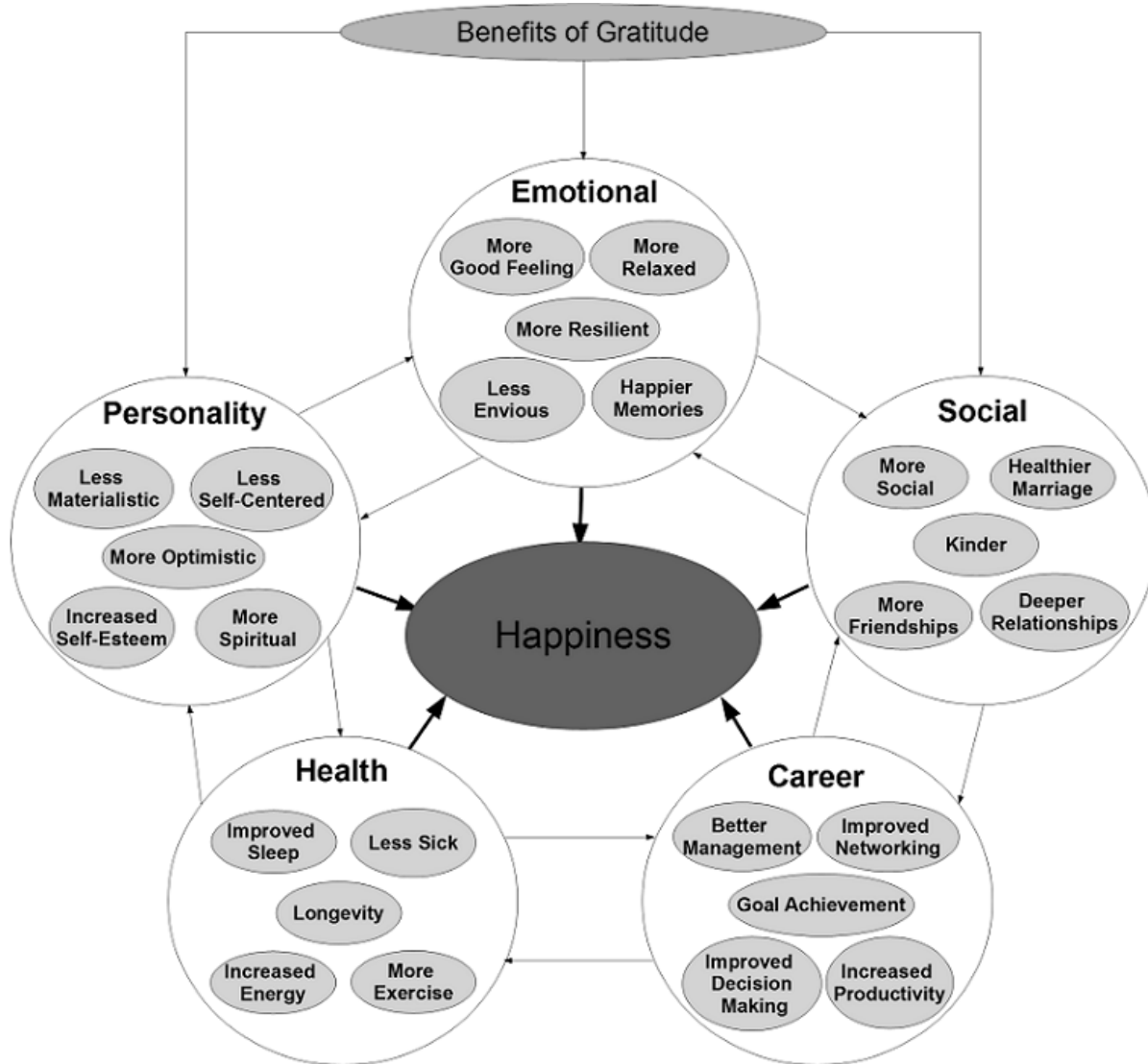
- 3) What are you grateful for?
- 4) If your gratitude involves people in your life, have you shared your thanks with them?
- 5) What can you do for cultivating an 'attitude of gratitude'?

3. Read the idea below and discuss it with the teacher and your partners.

For breeding gratitude in yourself you can keep a gratitude journal with weekly entries consisting of five items you are grateful for and why.

4. Make a list of five things you are grateful for and add a sentence about each one.

5. Comment on the diagram below.



6. Read the text, think of a title and answer the questions.

- 1) Are there any elderly people in your block of flats?
- 2) Do they need any help?
- 3) Who helps them?
- 4) What lesson can we learn from elderly people?

A good mood is good for your health. People with a positive attitude to life live longer.

Once I rented a flat in a block of flats. My neighbors on the left were an elderly couple. When I moved in, they had celebrated the sixty-ninth year together. The gentleman was blind and his wife couldn't walk without a walking frame. But this young man was very active. He often went somewhere in a taxi. When the taxi driver accompanied him to the door, he always had a nice joke for him.

Once I had to call an ambulance and was taken to hospital. A week later I had a knock on the door. This was my neighbor, the blind man. When I opened the door, he asked in a kind voice, "Is everything alright with the lady who was taken to hospital?" I told him that I was the lady, thanked the man and said that I was fine. He smiled happily and said, "If you are ever in trouble, help is next door, at Number Six. Just knock on the door and we'll help you."

My neighbor on the right was a kind pleasant lady. She always wore a beautiful dress and some nice piece of jewelry. But what was more important: she always had a smile. Not just a polite smile that means nothing but a smile of joy. She welcomed a new neighbor and a new morning, the rising sun and a singing bird. She was fit and active and went to the nearest shop every day. It was more of an exercise than shopping. When I found out that she was nearly one hundred years old, I couldn't believe it. I am sure it's the smile that kept her to that age.

My neighbors lived through difficult times: World War II, hunger, stress, loss of relatives and friends. They had little time to think about diets and exercise but they never lost their kindness and their smile.

III. A LESSON OF DEALING WITH DIFFERENCES³

Communication techniques

If you don't have something nice to say, don't say anything at all.

Thumper from Bambi

Keywords:

argument, communication, support an opinion, conflict, disagreement.

Questions for discussion

1. Do you like talking to people? Who do you talk to more often?
2. Do you happen to have conflicts with people? What are the reasons for the conflicts?
3. What do you think an argument is?

Information for consideration

How to improve your conversation skills

1. Have some topics ready to start a conversation.

Say something about the weather or the place you're in. Talk about the weekend – we all have something to say about weekends!

2. Make the conversation interesting.

Know about events in the news. Read restaurant and movie reviews. Find out about the current music scene or what's new in fashion or sport.

3. Be a good listener.

Keep eye contact and say, 'Yes', 'Hmm', 'Right', and 'I know'. And say, 'Really? That's interesting'. It encourages people to talk.

4. Don't be boring.

Don't just say, 'Yes' or 'No' when you answer a question. Give some interesting information, too.

5. Don't talk all the time.

Ask, 'How about you?' and show you're interested in the other person, too. People love to talk about themselves!

6. Ask information questions.

³ В данной главе использованы материалы из следующих источников [2; 4; 10; 12; 24; 34; 35; 57; 61; 68; 69; 75; 81].

Ask questions like 'What do you do in your free time?' or 'What kind of food do you like?' Use follow-up questions to keep the conversation going. But don't ask too many questions – it's not an interrogation!

7. Be positive.

Negative comments can sound rude. And if you don't want to answer a personal question, simply say, 'Oh, I'm not sure I can answer that', or 'I'd rather not say'.

8. Smile!

Everyone loves a smile. Just be relaxed, smile, and be yourself.

Words for understanding

find out

eye contact

follow-up questions

listener

encourage

interrogation

Exercises for deeper study

1. Read the text. Who is the man talking to? How do you characterize his communication technique?

A father and his baby

One Sunday some visitors to Hyde Park, who were sitting on benches quietly enjoying their sandwiches, were suddenly surprised by a strange young man.

The young man was pushing a pram. The baby in the pram was crying loudly. The young man stopped and said softly, “You should take it easy, Tom. You should control yourself, Tom.”

The baby calmed down for a minute but then it started to cry again. The young man stopped, took out a little toy out of the bag, gave the toy to the child and said, “You should take it easy, Tom. You should control yourself, Tom.”

They went on, but soon the child started to cry again. The young man stopped, took some chocolate out of his bag and gave it to the baby. “Don't worry, Tom. It's OK, Tom. You'll be all right, Tom,” he said. But the baby didn't calm down. It just cried louder and louder.

An old woman who had been watching the man came up to him and smiled. “You're a great father,” she said, “You know how to talk to your baby, in a nice, quiet voice.” Then she looked into the pram and asked, “What's wrong with you, Tom? Why are you crying?”

The father looked at the woman strangely and said, “The baby is a girl. Her name's Sabrina. Tom is my name.”

2. It's very important to learn to communicate effectively. Here are some phrases that are often used in arguments. Which of them would help to 'build bridges' in a conversation? Which would 'burn bridges'?

1. "You don't need to know about that."
2. "What do you think about it?"
3. "Would you like to talk about it?"
4. "I'm fed up with..."
5. "You always say that!"
6. "That's a good question."
7. "I couldn't care less!"
8. "Thank you for saying that."
9. "Why are you asking me that?"
10. "I can understand that, but..."
11. "Go and clean your room. We need to talk about something important."
12. "If you say that again. I'll..."
13. "Your feelings are important to me."
14. "You never..."
15. "It didn't occur to me."
16. "Please explain it to me again."
17. "Go and ask your father/mother."
18. "What I'm saying is very important to me."
19. "You're telling lies."
20. "I deserve it because..."
21. "You'll understand that when you're older."
22. "That's none of your business."
23. "When you do/say that, it really upsets me/makes me feel angry."
24. "I think I have overreacted."

3. Write your own dialogue on one of the following topics using as many bridge builders as possible. Try to reach a compromise in the end.

- You want to have your own money and find a part-time job in the Nike shop. Your parents don't want you to get bad results at the university because of that. You talk to your parents.
- You had an argument with your best friend about an unimportant matter and you want to settle the conflict. You talk to your friend.
- You missed several English classes because you were passing your driving test. You talk to your teacher.

- Your elder sister/brother always makes a mess in the room and you can't find your things. You talk to your sister/brother.

4. Read the text and discuss it with your partner.

The *ARE* method of argument

Everybody has opinions about the world. Sometimes these opinions are about very basic and personal preferences, such as what flavor of ice cream is the best, or whether cats or dogs make the better pet. Other opinions are about local, regional, national or international issues. When we vote for a candidate in an election, we are expressing an opinion about who is the best person to hold an office – or, in some cases, who should not hold office.

One of the major tasks of education is to teach students how to form and support their opinions.

There is a difference between an opinion and an argument. An opinion is an expression of preference; it does not require any support (although it is stronger with support). An opinion is only the first part of an argument.

Three parts of an argument:

A – Assertion

R – Reasoning

E – Evidence

To be complete, arguments should have three parts: an assertion, reasoning and evidence (easily remembered with the mnemonic ARE).

An *assertion* is usually a simple statement, such as 'Homework is a waste of time', 'Television news is boring', or 'Tomato soup is better than grilled cheese sandwiches'. An assertion is the thesis statement or the main point of an argument.

Reasoning is the 'because' part of an argument, as in the following examples: 'Homework is a waste of time because it takes time away from other activities that are more important', 'Television news is boring because it doesn't talk about issues that are relevant to me', 'Tomato soup is better than a grilled cheese sandwich because it is more nutritious'.

Reasoning can be simple or complex, but the most important thing is the use of the word 'because' as a cue and the need to connect the statement and the reasoning.

Just as reasoning supports an assertion, *evidence* supports reasoning. There are many different kinds of evidence, ranging from expert testimony or statistics to historical or contemporary examples. The most basic and common form of evidence is the example.

'Homework is a waste of time because it takes time away from other activities that are more important. For example, we end up doing worksheets of math problems instead of getting outside and getting fresh air and exercise'.

'Television news is boring because it doesn't talk about issues that are relevant to me. For example, I never see stories about the issues that kids deal with every day'.

'Tomato soup is better than a grilled cheese sandwich because it is more nutritious. For example, tomato soup contains important vitamins such as lycopene, while grilled cheese sandwiches really don't have that much nutritional value at all'.

5. Complete the sentences showing how the *ARE* method of argument works.

- 1) Helping your mother in the garden is better than watching TV...
- 2) Visiting and discovering new places is always very interesting...
- 3) You have to check out your report again...

6. Complete the text using one of the options A–D below.

People in conflict

There are 0) __ everywhere: in families, between neighbors, between the boys and the girls of your class. What are the 1) __ for the conflicts? Perhaps the neighbors get angry because your football lands in their garden, or because your cassette-recorder is too 2) __. Maybe adults say 3) __ things about your hairstyle or about the way you dress. Perhaps your mother has a serious 4) __ with you because of your boyfriend. Perhaps your brother and his 5) __ friend have become 6) __ rivals because they are in love with the 7) __ girl. Or a friend in your class cannot 8) __ which classmate – or teachers – he/she should invite to a party.

And if you 9) __ a newspaper, almost every day you will find reports about individuals that do not get along with each other at all. Lies, intolerance and discrimination often 10) __ serious problems which can lead to violence and even war.

- | | | | | |
|-----|----------------|--------------|---------------|---------------|
| 0. | A) fights | B) conflicts | C) combats | D) duels |
| 1. | A) objectives | B) aims | C) reasons | D) arguments |
| 2. | A) loud | B) noisy | C) thunderous | D) roaring |
| 3. | A) selfish | B) dirty | C) mean | D) nasty |
| 4. | A) controversy | B) dispute | C) argument | D) debate |
| 5. | A) choice | B) best | C) prime | D) select |
| 6. | A) bitter | B) vicious | C) severe | D) biting |
| 7. | A) equal | B) like | C) same | D) coincident |
| 8. | A) resolve | B) decide | C) determine | D) settle |
| 9. | A) unfold | B) exhibit | C) expand | D) open |
| 10. | A) create | B) cause | C) induce | D) affect |

7. Read the following text and say where the method can be applied.

How to disagree with others

Learning to disagree involves more skills than the simple refutation of an opposing idea. We must learn how to speak in a measured way, how to understand which ideas are likely to be trigger points for escalation and how to choose reasonable and effective language.

Having a basic method for refutation is an important place to start. It can provide a framework and tools for the kinds of debates and discussions that will prepare for civil disagreement.

Here is a basic four-step method of refutation. The method has the advantage of giving a structure on which to hang the ideas – a structure that encourages to substantiate arguments without personal attacks or slurs.

Four-step refutation:

Step 1: Restate ('They say...').

Step 2: Refute ('But...').

Step 3: Support ('Because...').

Step 4: Conclude ('Therefore...').

Step 1: Restate

The first part of refutation is to restate the argument being challenged. You should concisely and fairly summarize the opposing argument; the cue 'They say...' (or 'Some say...' or 'Mary said...') is helpful. Don't use the second person ('You say...') when restating arguments to avoid becoming too personal. Do not need to restate in detail the argument you'd like to refute; a summary is fine. This has the added benefit of helping you practice summarization, a skill that is at the heart of critical thinking.

Speaker 1: "University should be year round."

Speaker 2: "Speaker one says that university should be year round."

Step 2: Refute

Here, you state the objection to a point in a simple sentence. It's helpful to use the verbal cue 'but'. This second step functions as a kind of thesis statement for the counter argument, as shown by this example:

Speaker 1: "University should be year round."

Speaker 2: "Speaker one says that university should be year round, but university should last for only ten months."

Step 3: Support

This part of refutation parallels the 'RE' (reasoning and evidence) in ARE.

Using the verbal cue 'because', try to provide examples to support the reasoning:

Speaker 1: “University should be year round.”

Speaker 2: “Speaker one says that university should be year round, but university should last for only ten months, because students need time off to do other things like play sports and go on family vacations.”

Step 4: Conclude

You should attempt to wrap up the refutations with a comparison, a contrast or some kind of statement that demonstrates the ability to resolve two opposing ideas. The verbal cue 'therefore' in this part of the process helps you approach the argument logically. As you become more adept, you learn how to use 'therefore' more effectively in disagreements.

Speaker 1: “University should be year round.”

Speaker 2: “Speaker one says that university should be year round, but university should last for only ten months, because students need time off to do other things like play sports and go on family vacations. Therefore, year-round school is bad for students.”

Tastes differ

All of life is a dispute over taste and tasting.

Friedrich Nietzsche

Keywords:

preference, taste, likes, dislikes, experience, similarities.

Questions for discussion

1. What do you think the phrase 'tastes differ' means?
2. Have your tastes changed throughout your life? Give examples.
3. Do you think tastes are biologically preset or acquired? Explain your choice.

Information for consideration

Very few of our taste preferences are biologically preset. Much rather they are linked with some sort of experience. Although there are some genetic factors that cause differences in taste perception, similarities in taste preferences much more commonly reflect similar experiences with types of flavors and foods. The shaping of taste preferences begins in the womb and continues throughout the rest of our lives.

Words for understanding

preference	experience	similarities
preset	genetic	reflect
link	perception	womb

Exercises for deeper study

1. Discuss these questions with your partners.
 - 1) Do you like to listen to music? What kind of music do you prefer? Do you like to go to clubs to listen to music?
 - 2) In your opinion, is it important for two people to have the same tastes in order to be happy together?
 - 3) What are some ways of asking about people's likes and dislikes in English?

2. Use the context to match the underlined words and expressions with their definitions (a–f).

- | | |
|--|-----------------|
| 1) – Did you <u>have a good time</u> last night? | a) doesn't like |
| – Not really. The movie was boring. | b) hate |

- | | |
|---|---------------------|
| 2) – What do you think of this painting? | c) to enjoy oneself |
| – <u>I'm crazy about it!</u> | d) agree |
| 3) – I <u>can't stand</u> that old shirt. When are you going to throw it out? | e) I love it |
| – Sorry, I like it. | f) awful, horrible |
| 4) These tomatoes have been in the fridge for two weeks. They are <u>disgusting!</u> | |
| 5) Ellen and Howard don't <u>see eye to eye</u> on anything, but they are very happily married. | |
| 6) John <u>doesn't care for</u> sports. He prefers to read and listen to music. | |

3. Compare Ann and Dan's tastes in the following areas. What do Anna and Dan agree to do together at the end of the conversation?

music	art	food	sports	movies
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Dan: Hi, Anna! How are you?

Anna: Great, thanks.

Dan: Did you have a good time at the club last night?

Anna: Yeah, it was pretty wild.

Dan: What did you think of our band?

Anna: Well, your music is great for dancing, but to tell you the truth, it was kind of loud. I guess I really prefer jazz.

Dan: Do you go to shows much?

Anna: No, not very often. I can't afford it. They're so expensive here.

Dan: So, what do you like to do for fun?

Anna: Well, I love to eat! And there are so many interesting ethnic restaurants around here!

Dan: What's your favorite kind of food?

Anna: Well, Italian, of course. What about you?

Dan: Believe it or not, I'm not crazy about pasta. But I really like Mexican food.

Anna: Oo, I can't stand beans. Uh... What about Indian food?

Dan: I don't care for it. Too spicy. How about American food? You know, hamburgers, hot dogs, French fries...

Anna: Disgusting! All that fat and salt and sugar... We don't see eye to eye on anything, do we?

Dan: Well, let's see. How do you feel about modern art? There's a wonderful exhibit at the county museum right now.

Anna: To be honest, I don't get the modern stuff. I prefer 19th century art, you know, Monet, Van Gogh, Renoir.

Dan: Hmm. How about sports? Are you interested in football?

Anna: American football? I hate it!

Dan: Baseball?

Anna: It's okay.

Dan: How about tall musicians with curly hair?

Anna: It depends.

Dan: OK, I got it. How about tall musicians with curly hair who invite you to a movie?

Anna: Science fiction?

Dan: Sounds great!

Anna: At least we agree on something!

4. Read the following ideas used when talking about likes and dislikes. Give examples of what you like most and least of all, what you like and dislike a little and what you are neutral to.

Like very much It's (really) fantastic / wonderful / great / terrific / cool* / super* / awesome* / enjoyable I love it I'm (absolutely) crazy/mad/nuts*/wild* about it I'm very keen on... I (really) enjoy... I've always liked/loved... ... is a lovely/marvelous way to pass the time ... is a lovely/marvelous place of spending the evening There is nothing I like/enjoy more than ...	Dislike very much It's terrible / horrible / disgusting / awful / unpleasant I can't stand it I (really) hate it
Like a little It's nice/OK/all right/not bad I like it I prefer** _____	Dislike a little I don't care for it (I'm afraid) I don't like it I'm not crazy about it I'm not very keen on...
Neutral It's so-so I don't care one way or another I can take it or live it	

* These expressions are slang.

** Use 'prefer' only when you have a choice. For example: Do you prefer coffee or tea? – I prefer coffee.

5. Here is a list of topics and examples. Work with a partner. Take turns asking and answering questions about each other's likes and dislikes.

Do you like...?

Do you enjoy...?

Are you keen on...?

Don't you like...?

... is nice/pleasant, isn't it?

Isn't/aren't ... great/fantastic?

Don't you love...?

How do you feel about...?

What about...?

How about...?

Are you interested in...?

What's your opinion of...?

TOPICS	EXAMPLES
music	rock, jazz, classical, R&B, rock'n'roll, latin, folk, funk, hip hop, country, ambient, heavy metal, rap, Arabic, nature sounds, lounge, chillout
food	Italian, Russian, Mexican, Chinese, Japanese, Indian, American
art	modern, 19th century, realism, impressionism, surrealism, cubism, abstract, expressionism, primitivism
sports	baseball, basketball, football, athletics, badminton, hockey, boxing, skiing, skating, tennis
movies	action, horror, thriller, comedy, romance, sci-fi, western, musical, drama, family, animation, fantasy

6. Develop the following ideas. In pairs role-play the situations.

- 1) You are on a sightseeing tour in London. Your neighbor asks you if you like the sights. You are enjoying every minute of tour very much.
- 2) You disliked the film you saw. Your friend is of the opposite opinion.
- 3) Your friend invites you to the museum. A new exhibition of ancient art is going to open. You dislike the idea.
- 4) Your friend spent a weekend in some warm country. You ask him/her if he/she liked the stay.

People speak different languages

Language is the dress of thought.

Samuel Johnson

Keywords:

misunderstanding, relationship, mutual comprehension, differences.

Questions for discussion

1. In what situations do you say that people are not speaking the same language?
2. What are the reasons for misunderstanding?
3. What do you think should be done to avoid being misunderstood?

Information for consideration

When two people who are having a conversation do not understand each other, the usual complaint is that they 'are not speaking the same language'. This reference to 'a common language' generally means that if people are to understand each other, the same vocabulary is essential. However, this reference to a 'common language' has another connotation, which is often overlooked: mutual comprehension also requires using the same system of logic.

Here are some short tips to avoid being misunderstood.

- Think before you speak.
- Carefully choose your words, and avoid ambiguous ones.
- Frame your sentences well, and always check the tone.
- Appropriately use emoticons like smileys, exclamatory signs, or expressive abbreviations like LOL – while texting or SMS, and in your chats.
- Consider cultural differences. The same words might be used in different contexts.
- Express clearly and completely, and convey the right meaning.
- Prefer face-to-face conversations.
- Always reply promptly because silence breeds misunderstanding.
- Communicate effectively.

Words for understanding

conversation	mutual	frame	reply
complaint	comprehension	appropriately	promptly
reference	logic	emoticons	silence
common	tip	exclamatory sign	breeds

essential
overlook

avoid
ambiguous

convey

misunderstanding

Exercises for deeper study

1. Fill in the gaps in the text with the words and phrases given below.

frankly	the correct meaning	protect	noble creature
evokes	welfare	duty	generation gap
support	knowledge and experience	advice	soul and life

The word 'parent' ____ love and warm feelings in our hearts when we pronounce it. This is because parents are the ones who gave us _____. They are the ones who took great measures only to make their children happy. Our parents are ____ who is more than God for us. They are God's creatures created to ____ us, without them our world does not exist.

The relationship between parents and their children is something which can't be described easily. There is not enough vocabulary which gives ____ or which explains the greatness of our parents.

Misunderstanding between parents and their children may be due to various reasons like ____, difference of opinions, egoism, etc. To avoid misunderstanding, children's ____ is to try to analyze the situation from their parents' view. Parents always think and do things that are good for their children. They think of the ____ of their children.

So, children must understand or at least try to understand why their parents do not ____ them in concern issues. Parents have better ____ in the world than the children do. So, it's always best for children to follow parents' _____. Parents and children must be close to each other and speak ____ to each other if there is any issue of misunderstanding between them.

2. Parents and their children often use different words and expressions when they talk about the same things. Match the children's and parents' expressions below.

- 1) They are never there for me.
- 2) My parents control my life.
- 3) They lecture me for days about how I should behave.
- 4) They embarrass me in front of my friends.
- 5) My parents want me to go to university and make a lot of money.
- 6) They say that all my friends are losers.
- 7) She gets mad with me.
- 8) She nags me for days after that.
- 9) My mom is normally cool with most things that I do.

- 10) I'm fed up with my parents.
- 11) My friends hang out in the park.
- 12) The only problem I have with her is...
 - a) All they want is to enjoy themselves and have fun.
 - b) I try to respect my daughter's views, tastes and friends.
 - c) Our son is angry with us.
 - d) We try to do things together with him.
 - e) There are some things that I can't agree with her about.
 - f) We must grow up a real man, so sometimes we try to leave him alone and let him make his own decisions.
 - g) I'm worrying.
 - h) They'll never achieve anything in life.
 - i) I try to talk to her about it.
 - j) His friends laugh at him and call him mommy's boy.
 - k) We try to give him some advice about how to behave.
 - l) He has to work hard to get good education and have a successful career.

3. Read the following information to find out why misunderstanding happens and complete the text with the verbs below.

have	change	understand	interpret
assess	apply	fail	mistrust

Misunderstanding can occur when you –

- _____ the words wrongly in contrast to what is conveyed by the other person.
- _____ to understand something correctly because it was not conveyed in the right way, or you didn't receive it in the way it was conveyed.
- Already _____ different set notions in your mind that force you to make biased misinterpretation of information.
- _____ past behavior and experiences, use that as a reference, and conclude your opinion on that basis – even if it isn't the case.
- Are influenced by other people, thoughts, or events. These can _____ your perception, and you fail to see the clear or correct picture.
- _____ the other person, have feelings of envy, or lack self-confidence and self-esteem.
- Incorrectly _____ people and situations.
- Don't clearly _____ the context of the matter.

4. Write a letter to someone saying sorry for the misunderstanding according to the pattern.

From:

[Your Name, & Address here]

To:

[Recipient Name & address here]

[Date here]

Dear [name],

I have just realized that there is a misunderstanding between us about the [description of mistake].

I am really sorry for this mistake. I feel that if I had made myself clear on what I said regarding [state incident], then this would not have happened.

I am really sorry if I have hurt your feelings or caused distress because of this situation.

I hope you will forgive me, and I promise that I will never repeat this kind of mistake in the future.

Please accept my sincerest apologies.

Regards,

[Your name]

5. Read the story below, give it a title and answer the questions below.

- 1) What did the boy want to order?
- 2) What did the waiter understand?
- 3) Can we call the story 'A misunderstanding'?

A Russian family went to London on an excursion. Their two children Ivan, who was thirteen, and Anna, who was sixteen, could speak English very well, so they didn't have any problems to understand people around them. One day Ivan and his father went out alone. When they got hungry, they decided to have a snack in a café.

The waiter came up to them to take their orders.

"I'll have two sandwiches and a cup of espresso coffee," said the father.

"And I'll have a milk cocktail," said Ivan.

"We do not serve cocktails here," answered the waiter.

“But it can't be true. I always order milk cocktails and every restaurant has them,” said the boy. Then Ivan looked around: some visitors were looking at him in surprise.

“OK,” he sighed, “please, bring me a can of Fanta.”

In the evening he told his sister about it and she laughed.

“It's no wonder everybody looked at you. A cocktail is usually an alcoholic drink,” she said. “You wanted a milkshake.”

6. Compare the two texts and say which of them you like more. Explain your opinion. Then answer the questions.

1) What do you think Globish is?

2) Who speaks it?

3) Is it useful? Does it have any future?

Say it in English

I went to my niece and nephew's party the other weekend. I played the piano and we were all singing along when a mouse ran out from behind the sofa with a piece of apple in its mouth.

Say it in Globish

At the party of my brother's children the other day, I played an instrument with black and white keys and we all sang along. Then an animal that cats like to eat ran out from behind the seat with a piece of fruit in its mouth.

7. Read the text. Make two lists of strengths and weaknesses of simplified languages.

The communication of the future

Mankind has always dreamt of the end of Babel and Globish is its most recent expression.

As early as 1920s, Charles Kay Ogden created Basic English, a constructed language with 850 words. Ogden said that it would take seven years to learn English, seven month for Esperanto, and seven weeks for Basic English. The concept gained its greatest publicity just after the Second World War as a tool for world peace. Winston Churchill and Franklin Roosevelt supported the idea of using Basic English as an international language, and Churchill recommended it in a speech at Harvard University in 1943. Amused critics said that 'blood, toll, tears and sweat' are translated into Basic English as 'blood, hard work, eyewash and body water'.

Though the idea got a lot of criticism, it did not die. Another simplified version of the English language appeared called Globish. It was created in 1990s specifically with the business world in mind due to a project its French creator, Jean-Paul

Nerriere, had with IBM. It uses only the most common 1500 English words and phrases and continues to expand as a tool of common understanding in simple international communication. This expansion of Globish has made some consider it a menace to cultural diversity and the purity of non-English languages. Some also find Globish limited in what it can express, but the idea is that people would be able to share a vocabulary set up by the creation of the language.

Nerriere himself is sometimes described as a remarkable man whose ambition is to promote global understanding between nationalities. He hopes that “someday it will be accepted as a viable alternative by the European Union or the United Nations.”

8. What phenomenon do you think this text is telling you about?

Today we are going to be looking at a really interesting phenomenon. We'll be looking at where it comes from, who uses it and why.

We continually hear new words and phrases enter the language and replace old, and we see familiar words take on new meanings. We feel a need to keep in touch with these changes, to be aware of the latest street talk.

We can say that it is language that's found only in the very informal speech of particular groups of people. It can help to identify the communities, the groups of people, who use it. And this brings us to the first important point – why people use it.

A lot of it comes from not wanting to be understood by outsiders, people outside your circle. In other words, people exploit it to give their group an identity, by making their language exclusive, or at least private. Through this private language, they can tease one another, enjoy shared experiences, and keep everyone else at a distance. All cultures contain groups or subcultures with different interests and priorities, and each group tries to establish a separate identity. They want people to know who they are, what they stand for – and this language helps to construct and cement that identity. We can say, then, that the language reflects the experiences, beliefs, and values of its speakers.

9. Write an essay starting with the sentence “*Slang is an integral part of language in the twenty-first century.*” Write about the following things:

- who is constantly creating new slang words
- why it is important to understand slang
- what main problems learners of a new language face
- how learners of a new language avoid problems of understanding slang words

10. Read the joke and answer the questions.

- a) What's the punch line of the joke? (The punch line is the final word or sentence which produces a sudden, funny effect and makes people laugh)
- b) Why didn't Aesop answer the man's question when the man asked it the first time?
- c) Why didn't the man understand Aesop?

Aesop and the traveler

Aesop, a Greek philosopher, was famous for his jokes. One day Aesop was out for a walk when he saw a man. The man was lost. The man greeted Aesop and asked him, "How long will it take me to get to the town?" "Go," said Aesop. The traveler didn't understand the reply. "I know that I have to go," he said and repeated his question, but Aesop's reply was the same. "Go," he said again very politely.

The traveler went away. "The man is mad," he decided. After the traveler had gone some distance, Aesop shouted after him, "You'll get to the town in two hours."

The traveler came back to Aesop and asked: "Why didn't you tell me that before?" "I didn't tell you because I didn't know how fast you could walk," Aesop replied.

Active listening

We have two ears and only one tongue
in order that we may hear more and speak less.

Diogenes Laertius

Keywords:

responding, conversation, encourage, feedback, attention, contact, distraction, facial expressions, misunderstanding.

Questions for discussion

1. Are you a good listener?
2. Do you know the difference between active and passive listening?
3. How do you understand the phrases 'verbal language' and 'body language'?

Information for consideration

Are you a good listener? Let's find out.

On a scale of 25–100 (100 = highest), how do you rate yourself as a listener? ____

Let's find out how accurate your perception is. Rate yourself in the following situations and total your score.

4 = Usually, 3 = Frequently, 2 = Sometimes, 1 = Seldom

- ____ I try to listen carefully even when I'm not interested in the topic.
- ____ I'm open to viewpoints that are different from my own.
- ____ I make eye contact with the speaker when I'm listening.
- ____ I try to avoid being defensive when a speaker is venting negative emotions.
- ____ I try to recognize the emotion under the speaker's words.
- ____ I anticipate how the other person will react when I speak.
- ____ I take notes when it's necessary to remember what I've heard.
- ____ I listen without judgment or criticism.
- ____ I stay focused even when I hear things I don't agree with or don't want to hear.
- ____ I don't allow distractions when I'm intent on listening.
- ____ I don't avoid difficult situations.
- ____ I can ignore a speaker's mannerisms and appearance.
- ____ I avoid leaping to conclusions when listening.
- ____ I learn something, however small, from every person I meet.
- ____ I try not to form my next response while listening.

- _____ I listen for main ideas, not just details.
- _____ I know my own hot buttons.
- _____ I think about what I'm trying to communicate when I speak.
- _____ I try to communicate at the best possible time for success.
- _____ I don't assume a certain level of understanding in my listeners when speaking.
- _____ I usually get my message across when I communicate.
- _____ I consider which form of communication is best: email, phone, in-person, etc.
- _____ I tend to listen for more than just what I want to hear.
- _____ I can resist day-dreaming when I'm not interested in a speaker.
- _____ I can easily paraphrase in my own words what I've just heard.
- _____ Total

Scoring

- 75–100 = You're an excellent listener and communicator. Keep it up.
 50–74 = You're trying to be a good listener, but it's time to brush up.
 25–49 = Listening isn't one of your strong points. Start paying attention.

Words for understanding

rate	anticipate	leap
accurate	judgment	hot buttons
perception	distraction	assume
defensive	intent	get the message across
vent	mannerism	resist

Exercises for deeper study

1. Read an example of a conversation in which active listening is taking place. Say how you understand the meaning of active listening.

Lisa: I had a fight with my sister and we haven't spoken since then.

Jodie: You had a fight and you guys aren't talking.

Lisa: Yes. We were arguing because I wanted her to come over to our place for the holidays but she said it was too difficult with the kids in tow. I was really mad at the time, but now I feel kind of bad.

Jodie: You were arguing about where to spend the holidays and it made you mad then, but now you feel a little bad about it.

Lisa: Yes, she just makes me so angry, assuming that because I don't have children I can't possibly understand what it is like. I knew it would be hard for her, but I thought that she would want to spend the holidays at our place anyway. We just couldn't agree at all.

Jodie: So you were angry because she assumes that you can't understand what it is like to have kids, and also because she didn't want to make the effort to come.

Lisa: Totally. Maybe I should just tell her again that I understand it is hard, but that I really hope she can come. Or maybe they could just come for the day instead of staying overnight. I just don't want to argue with her anymore.

Jodie: You think you could talk to her and tell her you understand it is hard, but that maybe she could just come for the day.

Lisa: Yes, that's what I think I will do.

As you can see, actively listening makes the speaker feel heard and encourages open conversation.

2. Match the three levels of listening with the examples (a, b, c) properly.

- | | | |
|------------------|----|---|
| Half Listening | a) | Ignoring distractions.
Ignoring delivery quirks and focusing on the message.
Making eye contact.
Being aware of body language.
Understanding the speaker's ideas.
Asking clarifying questions.
Recognizing the speaker's intent.
Acknowledging the emotion involved.
Responding appropriately.
Remaining engaged even when taking notes. |
| Sound Listening | b) | Paying attention some; tuning out some.
Focusing on your reaction.
Commenting to others.
Waiting for a chance to break in.
Distracted by personal thoughts and what's going on around you.
Doodling or texting. |
| Active Listening | c) | Hearing the words, but not the meaning behind them.
Missing the significance of the message.
Responding with logic only. |

3. Here are five key elements of active listening. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they say.

- | | |
|--------------------------------|---|
| 1) Pay attention. | Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also 'speaks' loudly. |
| 2) Show that you're listening. | Use your own body language and gestures to convey your attention. |
| 3) Provide feedback. | Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions. |
| 4) Defer judgement. | Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message. |
| 5) Respond appropriately. | Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down. |

4. Answer the following questions to check your understanding.

- 1) What is 'undivided attention'?
- 2) What does 'non-verbal communication' include?
- 3) How can you reflect what is being said?
- 4) Why is interrupting called a waste of time?

5. Match the key elements of active listening (1–5) with examples (a–q) below.

- | | |
|--------------------------------|---|
| 1) Pay attention. | a. Look at the speaker directly. |
| 2) Show that you're listening. | b. Nod occasionally. |
| 3) Provide feedback. | c. Reflect what has been said by paraphrasing. 'What I'm hearing is...' and 'Sounds like you are saying...' are great ways to reflect back. |
| 4) Defer judgement. | d. Allow the speaker to finish each point before asking questions. |
| 5) Respond appropriately. | e. Be candid, open, and honest in your response. |
| | f. Assert your opinions respectfully. |
| | g. Don't interrupt with counter arguments. |
| | h. Ask questions to clarify certain points. 'What do you mean when you say...?' 'Is this what you mean?' |

- i. Smile and use other facial expressions.
- j. Put aside distracting thoughts.
- k. Avoid being distracted by environmental factors. For example, side conversations.
- l. Don't mentally prepare a rebuttal!
- m. 'Listen' to the speaker's body language.
- n. Treat the other person in a way that you think he or she would want to be treated.
- o. Summarize the speaker's comments periodically.
- p. Note your posture and make sure it is open and inviting.
- q. Encourage the speaker to continue with small verbal comments like 'yes', and 'uh huh'.

6. Complete the sentences with the words and phrases below.

understanding and rapport	a sales scenario	build
verbal and body language	repeat back a summary	yourself and a speaker
		avoid

- 1) Active listening is a communication technique that increases ____ between speaker and listener.
- 2) Rather than passively listening to the speaker (or not listening at all), the active listener pays close attention to both ____, then repeats back the most important points of the speaker's message.
- 3) Active listening is extremely helpful in building rapport between ____, because by following the basic pattern of listening and then stating the important facts you show the speaker conclusively that you are paying attention to them.
- 4) It's particularly good in ____ where a prospect often expects to be ignored or talked over.
- 5) By showing that you value the prospect's opinions, you can quickly ____ trust and rapport.
- 6) It's also an almost perfect way to ____ misunderstandings.
- 7) Since you ____ of what you heard, the speaker then has a chance to correct anything that you didn't understand.

7. Give examples of situations...

- A) when you listen to obtain information;
- B) when you listen to understand;

- C) when you listen for enjoyment;
- D) when you listen to learn.

8. Talk about three techniques for active listening using the key words.

Techniques for active listening	Key words
1) setting the stage for listening	stop, face, eye contact, arms and legs, loosely, uncrossed, lean
2) appropriate advancement	pay attention, comments, statements, questions, interruptions, refutation
3) summarizing	powerful technique, face-to-face situation, listening over the phone, stay focused, restate

9. Read the text and answer the following questions.

- 1) Where do you get everyday information?
- 2) Why do we miss important things that people are saying?
- 3) Why is listening called a skill?
- 4) What is active listening?
- 5) What distracts you from listening?
- 6) What cannot you allow yourself to do in a conversation with someone?
- 7) What ways to become a better listener are mentioned in the podcast?
- 8) How do you understand the words: the message sent is the message received?
- 9) What should you do when someone shares with you something? Think of other ways to reflect back.
- 10) What do people really want when talking to someone?
- 11) What can you do to make people feel heard?
- 12) Why is it tempting to relate to the story just heard? What is the result for such temptation?
- 13) What can you do to show the other person that you are giving him/her your full attention?
- 14) What advice can you give to someone to become a better communicator and listener?
- 15) What are the benefits of active listening?

Think about how much information you get every day from listening: your teachers, your groupmates, your friends and family may communicate with you often. With all of this listening how much time do you actually spend paying attention? How much are you actually remembering from these conversations? A lot of times we act as if we're listening to the other person but the reality is that our minds are

racing to other topics or already planning what we are going to say in return. When we are preoccupied with our own thoughts we can miss important things that the other person is saying.

Just like many other aspects of communication listening is a skill. And the better a listener you are the more info you will retain from what others are telling you.

Active listening is when you make a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent. In order to do this you must pay attention to the other person very carefully.

You cannot allow yourself to become distracted or by forming counter arguments that you'll make when the other person stops speaking. Nor can you allow yourself to get bored, and lose focus on what the other person is saying.

I'm going to share with you five ways to be a better listener.

The first tip is to really listen. Think of how many times someone has been speaking and only half of you is listening, the other half is thinking about what you need to do or what you're going to say next. Really practice active listening to someone, so they have your full attention.

Next, practice perception checking, ensuring that the message sent is the message received. For instance, if someone shares with you something, reflect back to them what you heard: "I heard you say that you're having a hard time at work and that you're thinking about looking for another job. Is that accurate?" That way it shows that you really heard what that person was saying.

The third way to be a better listener is to ask, not advice. All of us really want to feel heard. So instead of giving your opinions or your judgements about situations, ask the person what they're thinking or what they're feeling. Really take an interest in what the person is saying by asking questions rather than imposing your opinions on it.

Number four is to keep the focus on the person you're listening to. So often in conversation it's tempting to want to relate. Someone tells you a story and you want to talk about how that happened to you or how you had a similar experience. But it really takes the focus off the person that's sharing. So save your stories for later and really keep your attention on the person you're listening to.

And finally, when you're in a conversation with someone, ask them if they really just want to be heard or they actually just want help brainstorming. A lot of times people just need to vent and they don't want to try to find a solution. But sometimes they really do and you can help them find it by asking them questions, by reflecting back on what you heard and helping them come to a solution.

It takes a lot of concentration and determination to be an active listener. Old habits are hard to break, and if your listening habits are as bad as many people's are, then there's a lot of habit-breaking to do!

Be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviors and concentrate on the message. Ask questions, reflect, and paraphrase to ensure you understand the message. If you don't, then you'll find that what someone says to you and what you hear can be amazingly different!

Start using active listening today to become a better communicator, improve your workplace productivity, and develop better relationships.

IV. A LESSON OF PROFESSIONAL BEHAVIOR⁴

Emotional leadership: personal and social qualities

Be moral in every deed and in every thought.

Longfellow

Keywords:

emotional intelligence, emotional leader, strength and weakness, priority, virtue.

Questions for discussion

1. Do you have any problems expressing your emotions to others?
2. Do you think your personal and social qualities influence your interaction with people? In what way?
3. What moral virtues do you know?

Information for consideration

Test your emotional intelligence

Answer 'usually', 'occasionally', or 'rarely' to the following questions.

1. I sustain eye contact when speaking.
2. I am comfortable with pauses when others are experiencing emotion.
3. I sense when someone feels troubled before being told.
4. I am comfortable with my feelings of sadness, joy, anger, and fear.
5. I pay attention to my emotions when making decisions.
6. I have no problem expressing my emotions to others.
7. I can reduce my stress to a comfortable level.
8. I enjoy laughing, playing, or kidding around.
9. I don't feel threatened by disagreements.

Answering 'usually' to most of these questions indicates that you have a good start toward emotionally intelligent communication in your relationships. Don't worry if you answered 'occasionally' or 'rarely'.

Words for understanding

sustain sense feel troubled

⁴ В данной главе использованы материалы из следующих источников [1; 6; 7; 8; 9; 13; 19; 31; 32; 33; 37; 49; 52; 54; 58; 64; 77; 79; 82; 87].

Exercises for deeper study

1. Find out the definition of 'emotional intelligence' putting the words in the correct order.

emotional / is / in / to identify / and / moods and feelings / intelligence / both / the ability / ourselves / understand / and / other people / manage

2. Match the three domains of expertise (1–3) with their descriptions (a–c) below.

- | | |
|------------------------|--|
| 1) Self-awareness | a) The third step to becoming a master of emotional intelligence is to identify and manage emotional states in other people. In today's world, people don't have to do something just because you tell them to. Even if you are the boss, they can choose to do it more slowly or to put less energy into it. So interpersonal savvy is the skill finding out what makes other people tick so that you can influence and persuade them. A cynic might describe it as the dark art of pushing other people's buttons and manipulating them to achieve your goals. |
| 2) Self-direction | b) The first step in becoming emotionally intelligent is to be able to identify moods and feelings in ourselves and understand how these affect other people. Many people are blind to the true impact that they have on others. We like to think of our own strengths and weaknesses in one way – but others often have a very different idea of how they would describe us. |
| 3) Interpersonal savvy | c) Identifying our own emotions and how they affect people is a start, but the second step to becoming emotionally intelligent is to alter those emotions and set goals to your advantage. Because often the only difference that distinguishes winners from losers is their mental state. Knowing that you are angry or tired and unhappy isn't very helpful. But being able to change your mood to one of calm or enthusiasm – now, that's a worthwhile skill. |

3. Emotional leaders are able to identify different feelings, moods, emotions, and other mental states. Look at the list of useful words for identifying emotions and divide them into groups. Explain what you are guided by in your grouping.

excited	helpless	depressed
dejected	trapped	powerful

outraged	relieved	afraid
proud	confident	appreciated
cheerful	disappointed	upset
scared	relaxed	furious
fulfilled	ecstatic	hurt
enthusiastic	unhappy	aggressive
panicky	annoyed	apprehensive
happy	abandoned	sluggish
pleased	competent	cheerful
insecure	incompetent	terrified
crushed	elated	disgusted
nervous	unappreciated	anxious
remorseful	miserable	desperate
unsure	jealous	lonely
embarrassed	frustrated	irritated
shy	distressed	contented
overwhelmed	hopeless	surprised
bored	puzzled	patronized
ashamed	sad	calm
unworthy		

4. Think of an adjective describing one of your strengths. Try to recall a situation when you behaved in that way. Analyze the situation according to the plan below.

- Situation – What was the situation?
- Action – What actions did you take? What emotions did you display?
- Behavior – How did others behave? How did they respond to you and any others who might have been involved? What emotions did they show?
- Result – What happened as a result of your actions and their behavior? What was the outcome and what emotions did it leave everyone with?
- Evaluation – Looking back on the whole event and evaluating it, what could you have done differently (i.e. better)?

5. Look at the list of priorities in both your work and life outside of work. Rank the priorities putting the most important priorities at the top and the least at the bottom of the list.

influence	respect	wealth
challenge	structure	children

learning	autonomy	stability
travel	predictability	loyalty
friends	excitement	control
health	responsibility	income
family	equity ownership	loving partner
status	leisure time	personal possessions
creativity	freedom	set up own business
friendship	competition	contribution to society
fun	achievement	appreciation from others
risk	spiritual growth	geographical location
security	personal growth	predictable working hours

6. Do the quiz to find out your personal and social qualities. Then match the situations (1–13) with the correct answers (a–m).

- 1) If you broke your friend's favorite vase, would you:
 - a) try to fix the vase without telling your friend about the mishap?
 - b) pretend you don't know how it happened?
 - c) tell the truth?
- 2) If you found your sister's diary unlocked would you:
 - a) read it and tell your sister about it?
 - b) leave it alone?
 - c) read it but not tell your sister about it?
- 3) You are late for an important football game. The car in front of you hits a dog, but doesn't stop. If you saw it, what would you do:
 - a) stop to help the dog
 - b) hurry to the football game
- 4) If your grandmother were not feeling well on Saturday and she asked you to clean the house before your relatives had shown up, but you had already signed up for a youth group mountain trip, would you:
 - a) stay at home and help your grandmother?
 - b) go to the mountain trip?
- 5) If some students from your group were saying mean things about a good friend of yours, would you:
 - a) tell him what they said?
 - b) keep quiet?
- 6) You like rock music, but your friends like classical music. If you were taking a trip together in the car, would you:
 - a) insist they listen to your music?

- b) listen to their music without complaining?
- 7) If at lunch the group you sat with began telling dirty jokes and using foul language, would you:
- a) move to a different table?
 - b) join them and tell your own stories?
 - c) listen to them but not otherwise participate?
- 8) If at a science fair your main rival needed an extension cord, would you lend your spare cord to him?
- a) I wouldn't give him the cord.
 - b) I would definitely lend the cord and let the stronger be the winner.
 - c) I'd tell my rival to ask somebody else.
- 9) If a student in charge of lunch tickets gave you too many tickets for the money you had given him, would you point out the error and return the tickets?
- a) He would suffer for it, so I'd return the money.
 - b) No, since he made a mistake and should pay the price.
- 10) If you often heard how nice, intelligent, and cute your sister was and you knew what her weaknesses were, would you mention them?
- a) I would keep silent.
 - b) People should learn for themselves.
 - c) People should be warned in advance.
- 11) If your friend asked you to mail an important letter for him and you forgot to mail it until a week later, would you tell your friend you mailed it late?
- a) I would be too much afraid of my friend's anger to tell him anything.
 - b) I wouldn't give it too much thought, no matter how late I did it.
 - c) I would immediately inform my friend, because the letter was important for him.
- 12) If your friend's mother served onion soup and you hate it, would you tell her the truth when asked about how you liked it?
- a) I'm always frank with people, and I would tell her the truth.
 - b) Being honest can sometimes be cruel. I'd better be a diplomat. I'd say I liked it.
- 13) If a person at university who had always been cruel to you were in the hospital in the need of a blood transfusion and you had the same blood type, would you volunteer to donate blood to this person?
- a) No, I'm not an altruist.
 - b) I'd save anybody's life, just because he is a human being.

- | | | |
|--------------------|---------------------|------------------------------------|
| a) Choose honesty. | f) Choose truth. | k) Choose friendship and kindness. |
| b) Choose virtue. | g) Choose dignity. | l) Choose admitting mistakes. |
| c) Choose love. | h) Choose kindness. | m) Choose obedience and purity. |

- d) Choose peace. i) Choose diplomacy.
e) Choose purity. j) Choose harmony.

7. Match the virtues (a–m) above with the proverbs and sayings of different people below (1–19). Sometimes more than one answer is possible.

1) A friend loves at all times	8) Above all, love all	14) A good heart's worth gold. (Shakespeare)
2) To confess the fault freely is the next thing to being innocent of it. (Syrus)	9) An honest man is the noblest work of God. (Andrew Carnegie)	15) Keep yourself pure
3) Love your neighbour as yourself	10) Keep kind in mind	16) I have never been hurt by anything I didn't say. (Coolidge)
4) Do not lie to each other	11) Release peace and increase.	17) Love never fails
5) Do everything in love	12) Avoid every kind of evil	18) Let us make every effort to do what leads to peace
6) He who sacrifices his conscience to ambition burns a picture to obtain the ashes. (Chinese proverb)	13) Treat your friends and relatives as you treat your picture. Place them in their best light	19) Live in harmony with one other
7) The friends you choose help you to win or lose	—	—

8. Match the moral virtues (1–10) with their descriptions (a–j). Which famous American do you think wrote this list of moral virtues?

- | | |
|---------------|--|
| 1) Temperance | a) Let all things have their places. Let each part of your |
| 2) Silence | business have its time. |
| 3) Order | b) Resolve to perform what you ought. Perform without fail |
| 4) Resolution | what you resolve. |
| 5) Frugality | c) Eat not to dullness. Drink not to elevation. |
| 6) Industry | d) Tolerate no uncleanness in body, clothes, or habitation. |
| 7) Sincerity | e) Make no expenses but to do good to others or yourself: i.e. |
| 8) Justice | waste nothing. |
| 9) Moderation | f) Harm no one. |

- 10) Cleanliness
- g) Speak not but what may benefit others or yourself. Avoid trifling conversation.
 - h) Avoid extremes.
 - i) Lose no time. Always be employed in something useful. Cut off all unnecessary actions.
 - j) Use no hurtful deceit. Think innocently and justly; and, if you speak, speak accordingly.

9. Read the story and answer why the first manager couldn't insure the man's life.

A young man went into an insurance office. He wanted to get some life insurance. The manager of the company said to him.

“We'll have to ask you a couple of questions.”

“That's OK,” the young man answered. “I'm happy to answer your questions.”

“Did your parents have any illnesses?»

“Yes, actually. My mother was very unhealthy when she was a child, and she had problems with her health all her life.”

“And was your father healthy?” the manager asked.

“Not really, he had heart problems.”

“I'm sorry to hear that,” the manager said quietly. “How old were they when they died?”

“Oh, they were still very young. My mother was thirty-five and my father was forty.”

The manager sighed. “I'm sorry, sir,” he said, “but I can't give you any life insurance.”

When the man was leaving the office, another manager came up to him. “You mustn't be so honest with people,” he smiled. “Next time use your imagination and make something up.”

The young man went to another insurance company. The manager immediately asked him, “Did your parents have any illnesses?” and “How old were they when they died?” But this time the young man was ready with an answer.

“My mother was very keen on sports. She died when she was ninety because she fell off her bike. My father was ninety-nine and died while he was playing football. He had missed the ball and was very upset about it.”

The manager gave a big smile. “We must give you some life insurance right away, sir!” he said.

Negotiating skills

Never begin a deal, a battle or love affair
if the fear of losing overshadows the prospect of winning.

Aristotle Onassis

Keywords:

negotiation, success, establishing rapport, compromise, making concessions, conflict, diplomacy.

Questions for discussion

1. What is a 'negotiation'?
2. How would you judge the success of a negotiation?
3. What makes a good negotiator?
4. Do you think people should tell the complete truth when negotiating?
5. Have you ever been involved in formal or informal business negotiations? Describe your experiences.
6. How to be a good negotiator? Rank each suggestion on a scale from 1 to 5 (1 = essential, 5 = unhelpful) to indicate your opinion.
 - try to get on well with your opposite number
 - use emphatic language
 - show respect for your opposite number
 - make suggestions to resolve disagreements
 - have clear objectives
 - be determined to win
 - say 'I don't understand', if that is the case
 - listen carefully
 - always compromise
 - discuss areas of conflict

Information for consideration

The art of negotiation

There has been a great deal of research into the art of negotiation and, in particular, what makes a good negotiator.

One point most researchers seem to agree on is that good negotiators try to create a harmonious atmosphere at the start of a negotiation. They make an effort to

establish a good rapport with their opposite number, so that there will be a willingness – on both sides – to make concessions, if this should prove necessary.

Good negotiators generally wish to reach an agreement which meets the interests of both sides. They therefore tend to take a long-term view, ensuring that the agreement will improve, or at least not harm, their relationship with the other party. On the other hand, a poor negotiator tends to look for immediate gains, forgetting that the real benefits of a deal may come much later!

Skilful negotiators are flexible. They do not 'lock themselves' into a position so that they will lose face if they have to compromise. They have a range of objectives, thus allowing themselves to make concessions, for example, 'I'm to buy this machine for £2,000' and not 'I must buy it for £2,000'. Poor negotiators have limited objectives, and may not even work out a 'fall-back' position.

Successful negotiators do not want a negotiation to break down. If problems arise, they suggest ways of resolving them. The best negotiators are persuasive, articulate people, who select a few key arguments and repeat them. This suggests that tenacity is an important quality.

Finally, it is essential to be a good listener and to check frequently that everything has been understood by both parties.

Words for understanding

research	willingness	lose face
negotiator	make concessions	persuasive
harmonious	gain	tenacity
establish a rapport		

Exercises for deeper study

1. Here are some hints on negotiating. Fill in the gaps with the words below.

1) Preparation

Strategy Research Objectives Planning Limits

_____ Make sure you prepare properly. The less you prepare, the more you will be at a disadvantage and the less likely you will be to achieve a satisfactory outcome.

_____ Try to find out as much as you can about your opposite number and his or her business. Use the resources of a business library and/or talk to your business contacts.

_____ Try to take a long-term view and decide on a range of objectives so that you can be more flexible and offer more alternatives during the negotiation itself. Remember you are looking for a win-win situation of benefit to both parties, thus paving the way for further deals in the future.

_____ Decide what your sticking point(s) must be and why. Knowing your negotiating limits and their reasons will help you negotiate more confidently and comfortably.

_____ Plan your negotiating strategy carefully, taking into consideration the personality and position of your opposite number, as well as your own strengths and weaknesses.

2) Techniques

<i>Review</i>	<i>Confirmation</i>	<i>Rapport</i>	<i>Attitude</i>	<i>Flexibility</i>
<i>Agreement</i>	<i>Approach</i>	<i>Listen!</i>	<i>Parameters</i>	

_____ Try to establish a good rapport with your opposite number from the moment you first meet, whether or not you already know each other. Some general 'social talk' is a good ice-breaker and bridge-builder in this respect.

_____ Confirm the subject/purpose of your negotiation early on and try to establish areas of common ground and areas of likely conflict before you move on to the bargaining/trading stage.

_____ Listening attentively at every stage of your negotiation will help to avoid misunderstanding and create a spirit of cooperation.

_____ Be constructive not destructive – treat your opposite number with respect, sensitivity and tact, and try to avoid an atmosphere of conflict. This will create a feeling of harmony and goodwill, which should encourage a willingness to compromise and ultimately lead to a productive negotiation.

_____ Keep your objectives in mind – and try to keep a clear head. This will help you to concentrate on your key points. Try to resist the temptation to introduce new arguments all the time. Use the minimum number of reasons to persuade your opposite number, coming back to them as often as necessary.

_____ Be prepared to consider a range of alternatives and try to make creative suggestions for resolving any problems. Be prepared to make concessions and to compromise, if necessary, to avoid deadlock – but don't be pushed beyond your sticking point.

_____ Summarize and review your progress at regular intervals during the negotiation. This will give both parties a chance to check understanding – and, if necessary, clarify/rectify any misunderstandings.

_____ When you have reached agreement, close the deal firmly and clearly. Confirm exactly what you have agreed – and any aspects/matters that need further action.

_____ Write a follow-up letter to confirm in writing the points agreed during your negotiation and clarify any outstanding matters.

3) Language

Simplicity

_____ Keep your language simple and clear. Take your time and use short words and sentences that you are comfortable with – there is no point complicating a difficult task with difficult language.

_____ Don't be afraid to ask questions if there is anything you don't understand. It is vital to avoid any misunderstandings that might jeopardize the success of your negotiation.

Clarity

2. Check your understanding of the words and phrases (1–16) below by matching them with their definitions (a–p).

- | | |
|---------------------------|--|
| 1) compromise | a) a description of a possible event in the future; |
| 2) concession | b) a useful piece of information or advice; |
| 3) counter-proposal | c) an agreement that settles an argument when people reduce their demands in order to agree; |
| 4) deal point | d) an exchange involving giving up one thing to get something else; |
| 5) to leave | e) an individual item or element in a negotiation; |
| 6) parameters | f) an offer responding to somebody else's offer; |
| 7) scenario | g) fixed limits within which something can or must happen or be done; |
| 8) to set something aside | h) to delay making (or to forget to make) a decision about something; |
| 9) tip | i) to temporarily ignore or not think about a particular fact; |
| 10) trade-off | j) something which is accepted or given up by one side in order to end a disagreement; |
| 11) adjourn | k) arrive at a position where no more progress is possible; |
| 12) call it a day | l) barrier or obstacle; |
| 13) give a little ground | m) compromise or make concessions; |
| 14) reach a stalemate | n) end the negotiation; |
| 15) sticking point | o) have a break in negotiations; |
| 16) where we stand | p) what our position is. |

3. Match the halves of the following collocations.

- | | |
|--------------|----------|
| 1) initial | a) deal |
| 2) long-term | b) offer |

- | | |
|----------------|-----------------|
| 3) dirty | c) relationship |
| 4) one-off | d) tricks |
| 5) critical | e) process |
| 6) win-win | f) demand |
| 7) negotiating | g) phase |
| 8) last-minute | h) negotiation |

4. Put the following elements of a typical negotiation into a logical order. Explain your ordering.

1... 2... 3... 4... 5...

- Listen carefully to what the other side says.
- Make trade-offs: you concede something they want for something you want.
- Decide what you want and determine your minimum requirements – what you must get if there is to be an agreement.
- Think about acceptable compromises in relation to expected counter-proposals, and try to imagine the counter-proposals the other side will make.
- Summarize, verbally or in writing, what has been agreed.

5. While negotiating, one should know the ways of standing on your ground. The following exercise will give you some ideas on the matter. Complete the sentences using the words below.

bottom	limit	position	final
moving	clear	unable	leave

- We've considered your offer very carefully, but I'm afraid we're _____ to accept it. We're sticking to our original position.
- I'm very sorry. This is really the _____ line. This is the cheapest offer I can make and I simply can't go any lower.
- I'm sorry but we can't accept that. Our _____ is clear and we have explained it to you several times before. If you want these negotiations to continue, then there will have to be some concessions on your part.
- We have made all the concessions we can make in this matter and we can go no further. This is our _____ offer.
- I'm sorry, but we're not _____ on this one. We have already offered you the cheapest deal possible and it's impossible, I repeat impossible, for us to offer you any more discount.
- We have made our position _____ to you on several occasions. We are not prepared to accept a lower price. I'm very sorry but that's the way it is.

7) I'm sorry, but this is really very simple. The time clause is to _____ us and we are not prepared to change our position on this.

8) I'm sorry, but this is our position. As far as I am concerned, this is non- negotiable. Take it or _____ it.

6. Think of some useful expressions to show you will not change your position. Discuss them with your partners and the teacher.

7. Match these actions for dealing with a negotiation which seems to have a stalemate (a-c) with the phrases and sentences (1-9).

a) End the negotiation

b) Temporarily postpone talking about the sticking point

c) Try to find a compromise solution

- 1) As this seems to be getting in the way of an agreement, maybe we should look at the next point?
- 2) Can we look at this in a bit more detail? What exactly is your objection to...
- 3) I really don't think we're going to reach agreement on this.
- 4) I think it would be a good idea to come back to this later.
- 5) I think we both need to reconsider our positions. Meanwhile, can we...
- 6) I think we've gone as far as we can today.
- 7) Let us just explain our position.
- 8) Perhaps we can set this point aside until later, and move on to another issue?
- 9) Well, one way out of this would be if you...

8. Read the text and answer the questions below.

- 1) What is meant by business negotiation?
- 2) What kinds of business negotiation do you know?
- 3) What are the reasons for conflicts in business negotiation?
- 4) When do you use expressions in the form of *if..., then...*?
- 5) When do you suggest some of the things you might be prepared to trade?
- 6) Why should you be patient and listen to the other side's proposals?
- 7) When do you work out what you want and which are the main priorities?
- 8) What should you not forget to do in a negotiation?
- 9) What sort of questions should you use in the early phases?
- 10) Why do you think that is?
- 11) In what phase do you suggest things you are ready to trade?

Negotiating

Diplomacy, friendliness and co-operation are important in selling. There's a widespread belief, which is probably true, that buyers 'buy from those they like' and that sellers give a better deal to 'those they like'. All salespeople have a certain 'fear', or reverence, for buyers because they have the power to give or to withhold an order. 'Negotiation' is the part of the sales conversation where bargaining about the conditions of an order takes place. It comes at the end of the sales talk at the point when the buyer is definitely interested. Because additional persuasion may be required, it's important not to give away concessions while making the sales presentation.

In international business there are different types of business negotiations, negotiation styles and negotiation situations. A simplified model of what goes on shows four main phases of negotiation:

1. The preparation phase: this is where you work out what you want and what your main priorities are.

2. The debating phase: this is where you try to find out what the other side or the customer wants. You say what you want but you don't say yet what the final conditions are. You use open questions and listen to the customer to try to find out in what areas they may be prepared to move.

3. The proposal phase: this is the point at which you suggest some of the things you could trade or which you might theoretically be prepared to trade, offer or concede. Formulate your proposals in the form of if ..., then Be patient and listen to the other side's proposals.

4. The bargaining phase: this is when you indicate what it is you will actually trade, offer or perhaps concede.

In turn you conditionally exchange individual points, along the lines of: "If you are prepared to pay swiftly, then we are prepared to change our delivery schedules." Remember to write down the agreement.

Not all business negotiations take place face-to-face. Sometimes you may have to exercise negotiating skills on the telephone. Clearly, too, not all business bargaining ends in a deal. Some negotiations may begin with an exploratory session during which clients specify their needs and expect you to come back later with a proposal of how your company will meet those needs.

People often try to postpone a decision. They might politely break off from the negotiation and say something like: 'I'll have to think about it' or 'I'll have to consult my boss or my department head', etc. On the whole, however, people expect that agreement will be reached or else you'll do business with another company. Normally

both parties are interested in reaching an agreement in which both sides take away something positive from the deal. This is called a 'win-win situation'.

However, conflict can occur in business negotiations and relationships. Naturally, we all try to avoid this because this is where only one side can win and the other will lose. Situations which might lead to such negotiations could be late delivery, poor performance of a product, component failure or the need to make compensation payments. In a situation where one side is clearly in the wrong, the outcome is clear: either the conflict continues until the dispute is resolved or it goes to court.

The final important point about negotiating in the business world is the law of contract. It is generally enforceable in the courts. The position is more complicated in international business negotiations because of differences in laws and assumed liabilities. But, nevertheless, the courts are a source for remedies if contracts are broken. Suing defaulting contractors is quite common. A sound knowledge of contract law is therefore essential for negotiators drawing up an agreement at the end of a deal. However, this is the point at which the experts will usually have to be called in and so is not dealt with further here.

9. How do you deal with each of the following situation? Discuss with the teacher and your partners.

1) Daily life is full of negotiations that can drive you crazy. Over breakfast you get into an argument with your spouse about buying a new car. You think it's time, but your spouse says: "Don't be ridiculous! You know we can't afford it right now."

2) A morning meeting with your boss. You present him with a carefully prepared proposal for a new project, but he interrupts you after a minute and says: "We already tried that and it didn't work. Next item."

3) During your lunch hour you try to return a defective toaster-oven, but the salesperson refused to refund your money because you don't have the sales slip: "It's store policy."

4) In the evening you need to return some phone calls, but the line tied up by your thirteen-year-old daughter. Exasperated, you ask her to get off the phone. She yells: "Why don't you get me my own phone line? All my friends have them."

10. Read the extracts of four business people sharing their views on how to negotiate and answer the questions below.

a) Put the following stages in a negotiation into the order Speaker 1 mentions them.
have lunch / create rapport / agree on a procedure / set out proposals / bargain
agree terms / close celebrate / listen and take notes / make counter-proposals

- b) Speaker 2 refers to the following acronyms. What do they mean?
OP / TP / WAP / FBP / BATNA
- c) According to Speaker 3, why doesn't 'win-win' usually work?
- d) What five pieces of advice does Speaker 3 offer?
- e) According to Speaker 4, what's the worst thing you can do to a negotiator? What's the difference between tactics and dirty tricks? What examples does he mention?

<p style="text-align: center;">Speaker 1</p> <p>Spend as much time as possible at the outset getting to know exactly who you're dealing with. Inexperienced negotiators tend to go straight in there and start bargaining. That may be OK for a small, one-off deal, but it's no way to build a long-term business relationship. So create rapport first. This could take several hours or several months! When you're ready to start negotiations make sure you agree on a procedure before you begin. And while they're setting out their proposals, don't interrupt. Listen. And take notes. Then have lunch! Don't be tempted to make your counterproposals and enter the bargaining phase until after a good long break. You'd be surprised how much you can find out over a decent meal. Bargaining, of course, is the critical phase, but it can be surprisingly quick. If it isn't, break off and fix another meeting. Don't try to run marathons. When you do finally get to the agreement stage, agree the general terms, but leave the details to the lawyers – that's what they're there for. Close on a high note and remember to celebrate!</p>	<p style="text-align: center;">Speaker 2</p> <p>Prepare thoroughly. If you don't, you won't know whether to accept an offer and may end up actually arguing with your own side, which is suicide in a negotiation. So make sure you establish all the points you're going to negotiate and have a clear idea of your opening, target and walk-away position on each. Your opening position or OP is your initial offer – on price or whatever. Your TP, your target position, is what you're realistically aiming for. And your WAP or walk-away position is the point at which you walk away from the negotiating table. Always be prepared to do that. Know what your fall-back position or FBP is – what you'll do if you don't reach an agreement. Some people call this your BATNA, your best alternative to a negotiated agreement. You nearly always have a BATNA, however undesirable. But if you really haven't got one, you'd better be good at bluffing or you going to lose big time!</p>
<p style="text-align: center;">Speaker 3</p> <p>Ideally, a successful negotiation is a kind of joint problem-solving meeting, where we identify each other's interests,</p>	<p style="text-align: center;">Speaker 4</p> <p>I think it was the negotiations trainer and writer, Gavin Kennedy, who said the worst thing you can do to a</p>

<p>wants and needs and then explore the different ways we could satisfy those. I say 'ideally', because it hardly ever is like that. Win-win negotiation is a great idea, but most people have a simple 'I win – you lose' mentality. So what do you do with the person who simply won't listen, who keeps interrupting, who becomes aggressive, who makes last minute demands, who won't make a decision? I must have read dozens of books on negotiation tactics. The problem is, so has everybody else. So they don't really work. My only advice is: don't get personal – ever; don't agree to anything until you've discussed everything; don't make any concessions without asking for something in return; ask lots and lots of questions; and don't give in to pressure. Remember, if the answer must be now, the answer must be 'No'</p>	<p>negotiator, is to accept his first offer. You may think that's exactly what he wants, but that's where you'd be wrong. If you accept his first offer without a fight, your opponent will think he could have got a lot more out of you. He won't be happy at all, and you don't want that. So play the game. And don't worry about dirty tricks. They're only dirty tricks when your opponent uses them. When you use them, they're tactics! So use them. Shock them with your opening offer; use your English as an excuse to deliberately misunderstand them; kill them with silence; use your emotions when it's to your advantage; right at the end, say you have to get the OK from your boss or make another last-minute demand</p>
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11. How direct you want to be in a negotiation is a matter of both culture background and personal choice. On which side of the line below would you place people from your own culture? How about you personally?

prefer the diplomatic approach | prefer straight-talking

12. The following thoughts passed through the minds of two negotiators during a negotiation. Use the words and phrases in brackets to reproduce what they actually said.

- a) That's impossible.
(unfortunately / would not / possible)
- b) We can't go higher than 7 %.
(would find / quite difficult)
- c) We won't accept less than \$5 a unit.
(afraid / not in a position / this stage)
- d) You'll have to pay more if you want that.
(may / slightly)
- e) We need a commitment from you now.
(would / some kind)

- f) We should spend more time looking for a compromise here.
(shouldn't / little?)
- g) It would be good idea to agree on a price before we go any further.
(wouldn't / better?)
- h) We hoped you'd pay a deposit today.
(were hoping/able)
- i) It will be difficult to get my boss to agree to this.
(might not / very easy)
- j) That's as far as we can go.
(think/about / the moment)

13. What do the negotiators do to make their statements more diplomatic? Do you prefer the direct or diplomatic versions? Discuss with the teacher and your partners.

14. The following expressions are all useful in negotiations, but some letters are missing from the final words. Guess the words.

- a) Perhaps we should begin by outlining our initial P _ _ _ S _ T _ _ _.
- b) Can I make a _ _ GG _ S T _ _ _?
- c) What if we offered you an ALT _ _ N _ _ _ _ E?
- d) Let me get this quite _ L _ _ R.
- e) Would you be willing to accept a C _ _ _ P _ _ M _ S _?
- f) I'm afraid this doesn't really solve our _ R _ B _ _ M.
- g) We may be in a position to revise our _ FF _ _.
- h) I think that's about as far as we can go at this S _ _ G _.
- i) Are these terms broadly _ CC _ PT _ _ _ _?
- j) Let me just check I understand you _ _ RR _ _ T _ _.
- k) I'm afraid we could only accept this on one _ _ ND _ T _ _ _.
- l) What sort of figure are we talking A _ _ _ T?
- m) Could you give us an idea of what you're looking F _ _?
- n) What sort of time-scale are we looking A _?
- o) We'd like to see some movement on PR _ _ C _.
- p) Can we just run through the main points once _ O _ E?
- q) At the moment, we do not see this as a viable O _ T _ _ _.
- r) We seem to be nearing A _ _ EE _ _ _ T.
- s) Well, that's it. I think we've earned ourselves a D _ _ _ K?

15. Read the two conversations from two different negotiations and tick off the expressions used in the previous task. Which two are not used?

Conversation 1

A: Now, the next thing is: we'd like to see some movement on price. We have a rather lower figure in mind than the one you've quoted us.

B: OK. What sort of figure are we talking about?

A: Well, something nearer to seven million euros.

B: Now, let me just check I understand you correctly. You're offering us seven million for the whole construction contract?

A: That's right.

B: And what sort of time-scale are we looking at?

A: We would expect you to complete the project within 18 months.

B: How flexible can you be on that?

A: Not very. We were hoping to have the plant fully in operation by next September.

B: I see... Can I make a suggestion?

A: Go ahead.

B: Well, would you be willing to accept a compromise?

A: That depends on what kind of compromise you had in mind.

B: Well, what if we offered you an alternative? What if you paid us two million in advance, two million midcontract, and another 3.2 million on completion.

A: On schedule?

B: On schedule. 18 months... Or thereabouts.

A: Hm. So that's 7.2 million euros in all.

B: Correct.

A: And what if you run over schedule?

B: Then there would be a penalty. Let's say 25 thousand euros for each week we ran over schedule.

A: Hm. I'm afraid this doesn't really solve our problem. What we need from you is a guarantee that the project will be finished on time.

B: And, as you know, I can only give you that guarantee by bringing in more outside contractors.

A: Which ups the price to your original bid of 7.8 million euros?

B: Yes.

A: At this moment we do not see this as a viable option.

B: 7.8 million really is my best price on that.

A: Well, in that case, I think that's about as far as we can go at this stage.

B: Now, wait a minute. We're not going to lose this deal for 600.000 euros, surely... How about this...?

Conversation 2

A: Right. We seem to be nearing agreement. But, erm, before we finalize things, can we just run through the main points once more?

B: Sure.

A: Now, you'll provide a series of eight two-day in-company seminars for our telesales team over the six months. You yourself will be conducting most of the sessions with two other trainers, using materials specially designed to meet our specific needs and approved by us four weeks prior to the first seminar?

B: That's correct.

A: And, er, let me get this quite clear, each seminar is to have no more than 16 participants, is that right?

B: Yes. We find the seminars are much more effective with smaller groups.

A: Hm, I suppose you're right. It does also mean running more courses, but OK. Now, since we are booking eight seminars, we'll obviously expect a reasonable discount on your usual fee.

B: Erm, yes. Could you give us an idea of what you're looking for? Because with this particular course...

A: I would have thought a 15 % discount was fair. So that's eight times 3,000 is 24,000 minus 15 %, which is, erm, 3,600. And that would come to a total fee of 20,400. And you'd invoice us on completion of the whole series of seminars. Are these terms broadly acceptable?

B: Er, well, just a moment. We haven't actually agreed on the discount yet. As I was about to say, with this particular course there wouldn't normally be such a large discount. We offer 10 % on five or more of our standard seminars, but this is a specially designed course for your personnel only. Obviously, we have to cover our development costs.

A: I should think you could cover them quite easily on just over 20,000, Mr. Smart. No, my mind's made up. 15 % – take it or leave it.

B: Well, now, I'm afraid we could only accept this on one condition.

A: Which is?

B: Erm, we'd want a 25 % non-refundable deposit in advance...

A: Done.

B: You see... erm, sorry?

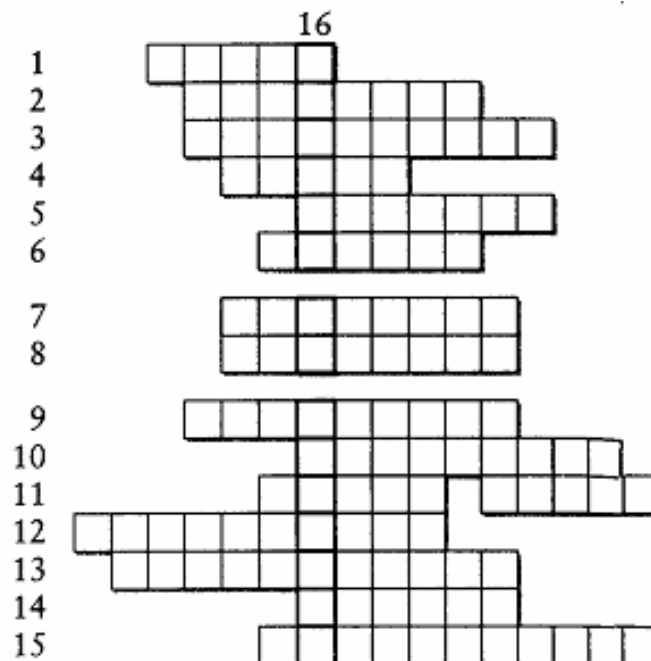
A: 25 % deposit – no problem. I'll get accounts to make you out a cheque for, let me see, 5,100... Well, that's it. I think we've earned ourselves a drink!

B: Erm, well, yes. Nice doing business with you.

16. Solve the crossword. Use the words below.

claim	minor	compensate	shortage
covers	emergency	arisen	repair or replace
inferior	install	spare parts	maintaining
warranty	regardless	guarantee	merchandise

- 1) This is not a serious problem, it's only a... fault.
- 2) We are rejecting the goods because we consider the quality to be...
- 3) If you have suffered any loss, we will of course... you for this.
- 4) We intend to... for the additional expenses we have incurred.
- 5) You don't need a qualified electrician to... a computer printer.
- 6) A number of problems have... since we bought the machine.
- 7) The delay is due to a... of qualified staff.
- 8) As explained in our catalog, this program carries a 90-day...
- 9) As explained in our catalogue, this program carries a 3-month...
- 10) The engineer is on call 24 hours a day if there is an...
- 11) There is a lack of... for such an old machine.
- 12) We must have a computer system that works well... of the cost.
- 13) Their service department is responsible for... the machine.
- 14) The service contract... all repairs to the equipment.
- 15) Any... that is faulty will be returned to the supplier.
- 16) Please... these faulty items.



17. Complete the following sentence and compare sentences with your partners.

A good negotiator _____.

Problem-solving and decision-making

Nothing is more difficult and therefore more precious
than to be able to decide.

Napoleon Bonaparte

Keywords:

decision-making skill, challenge, confidence, objective, strength and weakness, opportunity, threat.

Questions for discussion

1. Do you like it when you meet challenges and have to solve problems?
2. What skills do you think are needed to make decisions?
3. Can you think of some examples when you had to make serious decisions in your life?
4. Have you ever heard of a SWOT analysis?

Information for consideration

Decision-making is a skill – and skills can usually be improved. As you gain more experience making decisions, and as you become more familiar with the tools and structures needed for effective decision-making, you will improve your confidence. Use this opportunity to think about how you can improve your decision-making and take your skills to the next level. Ultimately, improving your decision-making skills will benefit you and your organization.

Decision-making is a key skill in the workplace, and is particularly important if you want to be an effective leader. Whether you are deciding which person to hire, which supplier to use, or which strategy to pursue, the ability to make a good decision with available information is vital.

It would be easy if there were one formula you could use in any situation, but there isn't. Each decision presents its own challenges, and we all have different ways of approaching problems.

We make decisions every single day. Some are simple, others are more complex. Some of your decisions will be so routine that you make them without giving them much thought. But difficult or challenging decisions demand more consideration. These are the sort of decisions that involve:

- Uncertainty – Many of the facts may be unknown.
- Complexity – There can be many, interrelated factors to consider.

- High-risk consequences – The impact of the decision may be significant.
- Alternatives – There may be various alternatives, each with its own set of uncertainties and consequences.
- Interpersonal issues – You need to predict how different people will react.

When you are making a decision that involves complex issues like these, you also need to engage your problem-solving as well as decision-making skills. It pays to use an effective, robust process in these circumstances, to improve the quality of your decisions and to achieve consistently good results.

In real-life business situations, decisions can often fail because the best alternatives are not clear at the outset, or key factors are not considered as part of the process. To stop this happening, you need to bring problem-solving and decision-making strategies together to clarify your understanding.

A logical and ordered process can help you to do this by making sure that you address all of the critical elements needed for a successful outcome.

Systematically incorporating problem-solving and decision-making tools can help you make fully-informed decisions, either individually or as part of a group. The seven-step strategy is:

1. Create a constructive environment.
2. Investigate the situation in detail.
3. Generate good alternatives.
4. Explore your options.
5. Select the best solution.
6. Evaluate your plan.
7. Communicate your decision, and take action.

Words for understanding

gain	benefit	vital	consideration	robust
confidence	pursue	challenge	consequence	circumstance
outset	outcome	incorporate	investigate	evaluate

Exercises for deeper study

1. Read the list of possible questions about finding a job. Rate them according to their importance for you. Explain the first five positions in your rating. Explain the last position in your rating.

- 1) How should I look for a job?
- 2) Where can I find information about the job?
- 3) Should I advertise my services?
- 4) What kind of jobs are there for me to do?

- 5) Will the job be interesting?
- 6) How much will I earn?
- 7) How much should I charge?
- 8) When should I apply for the job?
- 9) Does this job require any special skills?
- 10) Will I learn anything new at this job?
- 11) Will I be able to meet new people?
- 12) Will I be able to travel?
- 13) Will I still have any free time?
- 14) What are the working hours?

2. Match the main notions of a concept of SMART goals (1–5) with their descriptions (A–E).

- | | |
|---------------|--|
| 1) Specific | A. The goal needs to be stretching, but attainable. 'I want to build a profitable business that will take people to another galaxy' is probably a little too stretching. But 'I want to build a profitable business that will fly people from London to LA in eight hours' might debatably be achievable in our lifetime. |
| 2) Measurable | B. The goal also needs to be realistic for you. Don't compare yourself with the wrong people. Yes, the Olympic record holder may be able to run the marathon in just over two hours. But given the constraints in your life, is it really realistic to expect that you will be able to train for eight hours a day, six days a week? Keep it real. |
| 3) Achievable | C. Whether you reach your goal or not has to be quantifiable. It has to be as black and white as possible. If others cannot agree categorically 'yes' or 'no' that a goal has either been reached or not, then it's not measurable enough. 'I want to run a successful business' – how? In what way? 'I want to run a \$10 million business with a 20 percent profit margin' – that's more like it. |
| 4) Realistic | D. Your goal needs a deadline. 'I want to quadruple the size of the business'. Is that by next Wednesday or in five years' time? If you do not set a sensible timescale to the goal, the danger is that it may be impossibly stretching or simply too far in the future to worry about. If you don't need to start on it for another ten years, it's not going to motivate you to do anything about it today, is it? |
| 5) Timed | E. Your goal needs to be precise, not woolly. Not just 'I want to |

be promoted' – promoted to what exactly? – but 'I want to be a marketing director'.

3. Complete the text about the SWOT analysis with the words and phrases below.

take advantage summarize reduce strategies maximize
evaluate attain subjective minimize identifying

A SWOT analysis is a ____ method used to ____ the Strengths, Weaknesses, Opportunities, and Threats involved in trying to ____ an objective. It involves specifying the objective and ____ the internal and external factors that are favorable and unfavorable to achieving the objective. It can be used as a business tool or on a personal level where it can help you ____ of your talents, abilities and opportunities. It can help to clarify and ____ the key issues and opportunities facing you and thereby to set objectives and develop new _____. It should help you to ____ strengths and ____ weaknesses in order to take advantage of opportunities and ____ threats.

4. Look at the information below and answer the questions.

1) Which internal factor do you think is helpful and which is harmful? Why?

2) Which external factor do you think is helpful and which is harmful? Why?

Internal factors		External factors	
Strengths	Weaknesses	Opportunities	Threats

5. Apply the SWOT analysis to an unemployed graduate looking for a job. Put the ideas (A–L) below into the correct group (1–4).

- | | |
|------------------|---|
| 1) Strengths | A. I have a good degree from a good university. |
| 2) Weaknesses | B. Have to live at home with my parents: can't afford to move |
| 3) Opportunities | away because of lack of money. |
| 4) Threats | C. I have good team working and organizing skills. |
| | D. If I stay unemployed for too long it could be difficult to get a job. |
| | E. I have no significant employment experience. |
| | F. My computing skills are weak: take a course to improve this. |
| | G. Not much money to do things. |
| | H. I have lots of free time to pursue things I haven't had time for before. |
| | I. I have good support from my family, friends and the Careers Service. |

- J. I can do voluntary work and learn new skills to enhance my CV.
- K. It's a good chance to reevaluate where I'm heading in life.
- L. Tough job market at present.

6. Evaluate your chances for gaining employment answering the questions below.

Strengths or attributes that help you to achieve your objective:

- 1) What skills do I have that others don't have?
- 2) What skills have I gained in my degree?
- 3) Do I have any contacts who may be able to help me?
- 4) What personal resources do I have access to?
- 5) Is where I live an advantage or disadvantage?
- 6) What do I do better than most other people?
- 7) How can I utilize each strength?
- 8) What do other people see as my strengths?

Weaknesses or limitations that are harmful to achieving your objective:

- 1) What skills could I improve?
- 2) What can I avoid?

Opportunities or favorable situations that help you achieve your objective:

- 1) Where opportunities are available to me?
- 2) How can I exploit these?
- 3) What opportunities do my strengths give me?
- 4) What trends might help me?

Threats or external conditions which could create problems:

- 1) What obstacles do I face?
- 2) How can I lessen these?
- 3) Could any of my weaknesses create problems?

7. Put the stages of problem-solving below in the correct order. Explain your ordering.

Create a shortlist	Define the problem	Weigh up pros and cons
Make a choice	Generate possible solutions	

8. People can play different roles when they discuss problems within a team. Read the descriptions of such people and match them with the roles below.

leader	encourager	evaluator	summarizer/clarifier
	ideas person	recorder	compromiser

1) _____ *energizes groups when motivation is low through humor or through being enthusiastic.*

They are positive individuals who support and praise other group members. They don't like sitting around. They like to move things along by suggesting ideas, by clarifying the ideas of others and by confronting problems. They may use humor to break tensions in the group.

2) _____ *tries to maintain harmony among the team members.*

They are sociable, interested in others and will introduce people, draw them out and make them feel comfortable. They may be willing to change their own views to get a group decision. They work well with different people and can be depended on to promote a positive atmosphere, helping the team to gel. They pull people and tasks together thereby developing rapport. They are tolerant individuals and good listeners who will listen carefully to the views of other group members. They are good judges of people, diplomatic and sensitive to the feelings of others and not seen as a threat. They are able to recognize and resolve differences of opinion and the development of conflict, they enable 'difficult' team-members to contribute positively.

3) _____ *directs the sequence of steps the group takes and keeps the group 'on-track'.*

They are good at controlling people and events and coordinating resources. They have the energy, determination and initiative to overcome obstacles and bring competitive drive to the team. They give shape to the team effort. They recognize the skills of each individual and how they can be used. Leaders are outgoing individuals who have to be careful not to be domineering. They can sometimes steamroller the team but get results quickly. They may become impatient with complacency and lack of progress and may sometimes overreact.

4) _____ *who summarize the group's discussion and conclusions and clarify group objectives and elaborate on the ideas of others.*

They are calm, reflective individuals who may go into detail about how the group's plans would work and tie up loose ends. They are good mediators and seek consensus.

5) _____ *suggests new ideas to solve group problems or suggests new ways for the group to organize the task.*

They dislike orthodoxy and are not too concerned with practicalities. They provide suggestions and proposals that are often original and radical. They are more concerned with the big picture than with details. They may get bored after the initial impetus wears off.

6) _____ *helps the group to avoid coming to agreement too quickly.*

They tend to be slow in coming to a decision because of a need to think things over. They are the logical, analytical, objective people in the team and offer measured,

dispassionate critical analysis. They contribute at times of crucial decision making because they are capable of evaluating competing proposals. They may suggest alternative ideas.

7) _____ *keeps the group focused and organized and makes sure that everyone is helping with the project.*

They are usually the first person to offer to take notes to keep a record of ideas and decisions. They also like to act as time-keeper, to allocate times to specific tasks and remind the team to keep to them, or act as a spokesperson, to deliver the ideas and findings of the group. They may check that all members understand and agree on plans and actions and know their roles and responsibilities. They act as the memory of the group.

9. Who do you think can say the things below? Match people's roles (1–7) with the things they say (A–P).

- | | |
|-------------------------|--|
| 1) leader | A. We CAN do this! |
| 2) summarizer/clarifier | B. We only have five minutes left, so we need to come to agreement now! |
| 3) evaluator | C. So here's what we've decided so far. |
| 4) ideas person | D. Let's try to look at this another way. |
| 5) recorder | E. Do we all understand this chart? |
| 6) encourager | F. I'm not sure we're on the right track. |
| 7) compromiser | G. We haven't heard from Mike yet: I'd like to hear what you think about this. |
| | H. We need to move on to the next step. |
| | I. What other possibilities are there? |
| | J. That's a great idea! |
| | K. Are we all in agreement on this? |
| | L. Why don't we consider doing it this way? |
| | M. I'm not sure I agree. What are your reasons for saying that? |
| | N. Let's come back to this later if we have time. |
| | O. Sue, what do you think about this idea? |
| | P. I think you're right, but we could also add... |

10. Answer the questions below. Discuss what you think with the teacher and your partners.

- 1) Do you think that the above-mentioned roles are always constant?

- 2) Do you agree that one person might adopt several of the roles during one meeting or change roles depending on what is being discussed?

11. Divide the characteristics of an effective and ineffective team (A–V) below into two groups.

- 1) an effective team
- 2) an ineffective team

- A. It has a range of individuals who contribute in different ways (see the roles above) and complement each other. A team made up just of planners would find it difficult to cope with changing deadlines or plans whereas a team full of spontaneous individuals would be disorganized: you need both types. A good team produces more than the individual contributions of members.
- B. Clear goals are agreed on that everyone understands and is committed to.
- C. People talk more than they listen and only a few people may contribute.
- D. Some members are silent and don't contribute. They may be indifferent, bored or afraid to contribute.
- E. Everyone understands the tasks they have to do and helps each other.
- F. One or two members dominate the others and make the decisions.
- G. There is a balance between the task (what do we need to do?) and the process (how do we achieve this?)
- H. There is a supportive, informal atmosphere where members feel able to take risks and say what they think.
- I. The group is comfortable with disagreement and can successfully overcome differences in opinion.
- J. There is a lot of discussion in which everyone participates. Group members listen to each other and everyone's ideas are heard.
- K. Members feel free to criticize and say what they think but this is done in a positive, constructive manner.
- L. Disagreements are put to the vote without being discussed.
- M. Some members are unhappy with decisions and grumble privately afterwards.
- N. Little effort is made to keep to the point or to work to deadlines.
- O. There is a lack of clarity regarding goals and specific tasks are not agreed to.
- P. Roles are not delegated to particular team members.
- Q. It has a coordinator who may adopt a leadership style from autocratic to democratic depending on the circumstances. Different people may assume the role of leader for different tasks.

- R. The group learns from experience: reviewing and improving performance in the light of both successes and failures.
- S. Members ideas are dismissed or even ridiculed and their views are ignored.
- T. There are arguments between members of the group (as opposed to constructive differences of opinion).
- U. There is a lack of trust and helpfulness.
- V. Members don't talk about how the group is working or the problems it faces.

12. Match conflict resolution options (1–7) with their definitions (a–g).

- | | |
|--------------------|---|
| 1) suppression | a) persistently avoid, ignore, or reject (someone or something) through antipathy or caution; |
| 2) avoidance | |
| 3) problem solving | b) the action of surrendering or ceasing to resist an opponent or demand; |
| 4) escalation | |
| 5) capitulation | c) the action of suppressing something such as an activity or publication; |
| 6) accommodation | |
| 7) confrontation | d) the process of adapting or adjusting to someone or something; |
| | e) a rapid increase; a rise; |
| | f) a hostile or argumentative meeting or situation between opposing parties; |
| | g) find an answer to, explanation for, or means of effectively dealing with (a problem or mystery). |

13. There are positives and negatives of conflict. Sort them out.

- 1) Increased involvement
- 2) Increased cohesion
- 3) Unresolved anger
- 4) Innovation and creativity
- 5) Personal growth and change
- 6) Personality clashes
- 7) Less self-esteem
- 8) Inefficiency
- 9) Diversion of energy form work
- 10) Clarification of key issues
- 11) Individual and group identities
- 12) Wasted of resources
- 13) Negative climate
- 14) Group cohesion disrupted

14. Read the text. Put the paragraphs' headers below instead of the points.

Be confident outside of work

Get in the right mindset, have a plan

Stop doubting yourself

How to be more confident at work

...

In order to express the right level of assertiveness where you work, you won't gain confidence if you continuously doubt yourself.

In an article written for Forbes, Steven Berglas – former psychiatrist and executive coach and management consultant – describes building self-confidence as a two phase process. “The first phase involves purging yourself of self-doubt; in the second, you build up your confidence,” wrote Berglas.

He goes on to describe a ten-step process that can help boost the confidence levels of an unsure employee, among them are: understanding where your self-doubt comes from, admitting that you have a problem, and conducting confidence trial runs with friends or family for feedback. All of these steps as well as the others Berglas discusses are great starters for becoming more confident.

...

If you're employed full-time, like several of us, you spend either half or more than half of your day in the workplace. If you lack a confidence boost, practicing how to be more confident outside of work could be great practice for you.

In an article by Jobacle.com, the article states that “Finding joy and confidence in other areas, such as hobbies or passions, can take some of the pressure off of you... Although it is difficult to separate your professional self-image from your personal self-image, doing so can help you feel more comfortable at work.” This will make you less anxious when it comes to expressing some of your dislikes or even challenging ideas in the workplace.

...

Just as it is important to have the right mindset when looking for a job, having the right mindset to gain confidence is also important if you want to accomplish any of your professional goals.

According to Ute Wiecezorek-King and Gerry Hyde, working on to-do lists on a regular basis keeps people on track, but also, 'feeling in control', which is exactly how you want to feel when you're trying to build confidence. If you don't feel like you're in control of a situation, you'll be less apt to make any changes, and that only leads to a road of unhappiness.

If confidence is something you lack in the workplace, remember that for some it just takes some practice. Try to recognize you need to build more of it and work towards getting rid of your self-doubt. If you can't start building confidence where you work, try doing it outside of work to get you started, and have a plan to keep you on track and in control.

15. Discuss the two problems below. What do you think the solutions were?

Aquarium manufacturer

Aquavision makes aquariums for the corporate market. It delivers the glass tank equipment and fish, and installs the aquarium on site. It had a problem: the glass was often broken during transport. This cost the company a lot of money and caused delays for customers. The staff discussed several solutions. Could they find a new material instead of glass for the tanks? Could they improve the packaging? But none of these ideas gave them a satisfactory solution to the problem. What did they do?

Kinko's copy shops

Kinko's is a chain of shops offering photocopying facilities, including color copying. Their problem was that business dropped significantly every December. This was because people were too busy preparing for Christmas to do much photocopying. What did they do to increase revenue at this time?

16. Read the text below and complete it with the sentences (a – e).

- a. You could study a satellite photo or a map.
- b. Competition in our business is not about price wars and money-off coupons.
- c. In this way, she was able to maximize revenue from the performances.
- d. They took an entirely different view and transformed society.
- e. How can we take a different view or a situation?

A different perspective



A wood might look like a random group of trees, but if you take a few steps to the side, you can see that all the trees are in rows. Sometimes we are standing in the

wrong place to see an obvious answer. We have to deliberately, take a different point of view before we have a chance of creating a radical solution._____ Instead of looking at the scene from your view, try looking at it from the perspective of a customer, a child, an artist, a martian and so on.

What would you do if you had to study a river valley? You could look up and down the valley, you could look at it from the riverside or from each hillside. You could take a boat down the river. _____ Each gives you a different view of the valley. Why not do the same with a business problem?

Karen Brady became the Managing Director of Birmingham City football club at the age of 23. It was making huge losses but over the following ten years she transformed it into a thriving and profitable club. Her success is largely because she took a different point of view from the men who traditionally run the game. She saw the club as an events company. She applied new marketing methods to fill seats and sell affinity products, such as insurance to the fans. _____

Lindsay Owen-Jones brought a new perspective when he became CEO of the French group L'Oreal and has achieved remarkable growth. L'Oreal has a different point of view from consumer goods companies such as Unilever, which also sell cosmetics. Owen-Jones explains: _____ The consumer is guided by product performance. Is it pleasurable, imaginative and beautiful? Is this what I want at this moment in time?

The great innovators did not like the traditional view and develop existing ideas._____ If we look at problems from new directions then we have unlimited possibilities for innovation.

17. What do you think we should do if we want to be brilliant thinkers? Discuss the ideas below with the teacher and your partners.

- 1) Study problems from a single perspective.
- 2) Look at problems from new directions.
- 3) Use traditional methods.
- 4) Consider a number of different perspectives.
- 5) Take time to study a problem.

18. Comment on the following statements. Discuss them with the teacher and your partners.

- 1) Stay committed to your decisions, but stay flexible in your approach.
- 2) In a moment of decision, the worst thing you can do is nothing. Some persons are very decisive when it comes to avoiding decisions.

- 3) You've got a lot of choices. If getting out of bed in the morning is a chore and you're not smiling on a regular basis, try another choice.
- 4) Good decisions come from experience, and experience comes from bad decisions.

19. Read the story below and say if you agree or disagree with the suggested ideas. Discuss the reasons of your thoughts with the teacher and your partners.

At an outdoor restaurant, a cockroach flew in and landed on a woman. She started screaming out of fear; with a panic stricken face and trembling voice, she started jumping, with both her hands desperately trying to get rid of the cockroach. Her reaction was contagious, as everyone in her group also got panicky. The woman finally managed to flick the cockroach away but it landed on a man in the group who continued the drama.

In the relay of throwing, the cockroach next fell upon a waitress who had rushed to their rescue.

The waitress stood firm, composed herself and observed the behavior of the cockroach on her blouse. When she was confident enough, she grabbed it and threw it out of the restaurant.

Sipping my coffee and watching the amusement, I started wondering: was the cockroach responsible for their histrionic behavior? If so, then why was the waitress not disturbed? She handled the situation to near perfection, without panic.

It was not the cockroach, but the inability of the customers to handle the disturbance caused by the cockroach that disturbed them. I realized that it's not the shouting of my children or my boss or my wife that disturbs me, but my inability to handle the disturbances caused by their shouting.

It's not the traffic jams on the road that disturb me, but my inability to handle the disturbance caused by the traffic jam. More than the problem, it's my reaction to the problem that creates chaos in my life.

I understood, I should not react in life. I should always respond. The customers reacted, whereas the waitress responded.

Reactions are always instinctive whereas responses tend to be well thought out: to save a situation from getting out of hand, to avoid cracks in a relationship or to avoid taking decisions in anger, anxiety, stress or hurry.

20. Answer the questions below.

- 1) Do you evaluate the risks associated with each alternative before making a decision?
- 2) Do you try to determine the real issue before starting a decision-making process?
- 3) Do you rely on your own experience to find potential solutions to a problem?

- 4) Do you tend to have a strong 'gut instinct' about problems, and do you rely on it in decision-making?
- 5) Are you sometimes surprised by the actual consequences of your decisions?
- 6) Do you think that involving many stakeholders to generate solutions can make the process more complicated than it needs to be?
- 7) Do you go back and recheck your assumptions if I have doubts about your decision?
- 8) Do you take the time needed to choose the best decision-making tool for each specific decision?
- 9) Do you consider a variety of potential solutions before you make your decision?
- 10) Do you create an implementation plan before you communicate your decision?
- 11) Do you tend to support your friends' proposals and try to find ways to make them work in a group decision-making process?
- 12) Do you prefer to make decisions on your own, and then let other people know what you've decided?
- 13) Do you determine the factors most important to the decision, and then use those factors to evaluate your choices?

Good working environment

If the selection process is right and its members GOOD, then there could be no reason why the collection of the teammates be not BETTER and bright who would work in the BEST interest of the organization, either individually or jointly, to bring sustainability in achieving newer growth height.

Anuj Somany

Keywords:

environment, motivation, goal-oriented behavior, flexibility.

Questions for discussion

1. What do you think creates a good working environment?
2. Do you think flexibility at workspace can become motivation for workers?
3. How do you try to be more flexible?

Information for consideration

A good working environment is an important factor affecting employee satisfaction. When employees feel good about coming to work, this provides the motivation to sustain them throughout the day.

Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.

It involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term *motivation* is frequently used to describe *why* a person does something.

For example, you might say that a student is so motivated to get into a clinical psychology program that she spends every night studying.

Anyone who has ever had a goal (like wanting to lose ten pounds or wanting to run a marathon) probably immediately realizes that simply having the desire to accomplish something is not enough. Achieving such a goal requires the ability to persist through obstacles and endurance to keep going in spite of difficulties.

Words for understanding

initiate	guide	cognitive	activate	desire
accomplish	persist	obstacle	endurance	difficulty

Exercises for deeper study

1. What stimulates you to work harder? Choose three factors from the list below. Explain your choices to the partners and the teacher.

- the prospect of earning good money in the future
- competition with others
- working in a friendly environment
- having fun while you work
- receiving praise
- meeting a challenge
- working on something that is interesting and exciting
- feeling confident that you can do something well
- planning the time and making decisions myself

2. Read the text below and put the key elements of job satisfaction (a–f) in the correct places (1–6).

- a) Look for connections
- b) Know your destination
- c) Stop complaining
- d) Find similarities
- e) Learn to accept and manage disappointments
- f) What is work to you?

Being happy at work

1. _____

One of the biggest challenges of people being unable to be happy at work is really due to all the complaining. Add to it all the gossips and rumors, it makes a very difficult environment to try to build some joy and happiness in it. When you distance yourself from negativity, you will quite naturally be happy at work. Or at least, feel a little happier.

2. _____

What does this mean? Humans are social. We need others to connect. Learn to relate to others not just on the professional end but also on the personal side as well. You may share some common interests with your colleagues and work suddenly does not become boring.

3. _____

Sometimes you may feel unhappy at work because you do not really know your role within the company. Try to understand your work. Where do you fit in within your

company? How do you contribute to the profits of the company? Look for these and keep learning new things.

4. _____

Work means different things to different people. Is it something that puts bread on the table? Or do you work to fulfill other aspects of your life? Try to understand what your relationship with work is if you want to feel being happy at work.

5. _____

Where do you want to be? How does this contribute to your goals? Give yourself a goal. When you feel unhappy, you can always remind yourself of the bigger goal and how what you are doing now contributes to it. Seeing your goal and how work contributes to it can make you happy at work.

6. _____

Nothing is perfect. Not just at work, but everywhere else too. So, don't be too attached to the idea that you should be happy at work. Strive to be happy, but if sometimes that is not possible, learn to accept that it is a fact of life.

3. Here are some ideas for creating a good working environment. Which do you consider a) crazy? b) good for motivating staff?

- singing at meetings
- dressing in strange clothes at meetings
- having no individual offices
- having no dress code
- unisex toilets
- organizing company holidays
- encouraging managers to invite staff home for dinner
- buying birthday presents for staff
- keeping small animals and birds at head office
- supplying flowers regularly for all offices

4. Match the major components of motivation (1–3) to their definitions (a–c).

- | | |
|----------------|---|
| 1) activation | a) the decision to initiate a behavior, such as enrolling in a psychology class; |
| 2) persistence | |
| 3) intensity | b) the continued effort toward a goal even though obstacles may exist, such as taking more psychology courses in order to earn a degree although it requires a significant investment of time, energy, and resources; |
| | c) the concentration and vigor that goes into pursuing a goal. |

For example, one student might coast by without much effort, while another student will study regularly, participate in discussions and take advantage of research opportunities outside of class.

5. Match the factors that contribute to employee motivation (1–4) with the explanations (a–d) below.

- | | |
|---------------|--|
| 1) connection | a) Employees need to enjoy their job and get satisfaction from it. |
| 2) content | b) Staff need to have a good relationship with managers. |
| 3) context | c) People should understand their role in a company. |
| 4) climate | d) The company's systems need to work well. |

6. Read the text about motivation below and match the words and phrases (1–8) to their definitions (a–h).

- | | |
|-----------------|--|
| 1) motivation | a) admiration and respect for your achievements; |
| 2) boost | b) something that helps produce or achieve something; |
| 3) approval | c) the need or reason for doing something; |
| 4) recognition | d) a fact or situation which influences the result of something; |
| 5) factor | e) money earned after costs deducted; |
| 6) enrichment | f) improving something by adding something else; |
| 7) contribution | g) to improve the amount or quality of something; |
| 8) profit | h) when you have a positive opinion of someone or something. |

Motivation is extremely important for a manager. I'd say it's the most important aspect of a manager's job. A manager's job is to get the job done, whatever that job might be. Therefore, a manager has to motivate the workers, both as a team and also on an individual basis. Without motivation, the job just won't get done.

So how do managers go about doing this? It doesn't sound very easy. But managers have special tools. They are trained to use them to boost motivation and increase production to a maximum.

Tools? Yes, tools like praise, approval and recognition. And then there is trust and expectation. They are all important for workers.

And what about money? Money is a factor but you might be surprised to learn that it comes out last on the list of these tools that we are talking about.

What comes before money? What sort of things are more important for workers? Well, all of the things that I have already mentioned, and then job enrichment and good communication between the workers and the bosses.

I have some examples of real life situations to back up my claims. One good example is the firm Western Electric. When managers started taking an interest in their workers, there was a huge increase in production. They started to talk to the workers and encouraged them to get involved in decision-making. Workers began to feel that their contributions were important. And it paid off. Productivity increased hugely.

The Swedish company Kochums is another example. The company was on the verge of collapse when managers decided to try a change in motivation practice. Basically it was a change in attitude towards their workers. Managers decided to stop giving orders and to try persuading them instead. And it worked. In just ten years they managed to turn a 15 million dollar loss into a 100 million dollar profit.

I am not saying that workers are not interested in earning more money. I'm saying they're not just interested in money. It is important of course. We need to enjoy a certain standard of living. But, as I mentioned before, there are other things that are just as important: praise, approval, recognition, trust and expectation, job enrichment and good communication.

7. Read the text about a company that stimulates people by propagating flexibility at work. Complete it with the sentences (1–5) below.

- 1) To help staff towards independence of mind, Liisa has abolished territorial space, such as individual offices and desks, and organized a communal area similar to a social club.
- 2) It is one that Dr Joseph Juran, the management guru based in New York, considers to be the future.
- 3) Half the country sees Liisa as a revolutionary boss, and several television programs have been devoted to her.
- 4) The key words around SOL are freedom, trust, goals, responsibility, creativity, joy of working and lifelong learning.
- 5) Headquarters can be empty in the day and busy in the evenings and weekends.

In one Finnish company SOL, that is Finland's \$60 million-a-year cleaning company, people work when they like, and flexibility is being strongly tested. ____

SOL's owner, Liisa Joronen, a slim, charismatic brunette of 50, says that she has thrown out traditional management styles and hierarchies in favor of people motivation and the strict auditing of targets. She has brought fun to the workplace in a nation noted for its engineering innovation, but also for its people's shyness and introversion.

___ People's creativeness is restricted by routine and traditional office hours. As work becomes more competitive, so we need more flexible, creative and independent people.

___ It has a colorful playground, with trees, caged birds and small animals, a nursery, a billiard table, sofas, modern art and kitchen corners.

Staff sit anywhere. There is not a secretary in sight. The boss makes the tea if everyone is on the phone. ___ One headquarters worker, keen to go to midweek tango classes, was switching tasks with a colleague. The person supervising the cleaning of Helsinki's metro was working from home.

Flying the country Economy Class, Liisa tells 3.500 staff at 25 branches to kill routine before it kills you. At SOL Days, Japanese-style motivation sessions, she has the whole hall dancing, and urges staff: The better you think you are, the better you will become.

___ The other half thinks she is crazy.

8. Match the common kinds of flexible working (1–9) with the examples (a–i) below.

- | | |
|-----------------------------|--|
| 1) part-time working | a) This is a system which calculates the hours an employee works over a whole year. The annual hours are usually split into 'set shifts' and 'reserve shifts' which are worked as the demand dictates. |
| 2) flexi-time | |
| 3) job-sharing | b) Typically, two employees share the work normally done by one employee. |
| 4) working from home | c) An employee on a permanent contract takes paid or unpaid leave during school holidays. |
| 5) term-time working | d) An employee might start work later and finish early in order to take care of children after school. |
| 6) staggered hours | e) Employees work their total agreed hours over fewer working days – for example, a five-day working week is compressed into four days. |
| 7) annual hours | f) Employees may be required to work within essential periods but outside 'core times' they often get flexibility in how they work their hours. |
| 8) compressed working hours | g) Employees in the same workplace have different start, finish and break times – often as a way of covering longer opening hours. |
| 9) shift-working | h) This kind of working is widespread in industries |

which must run on a 24-hour cycle, such as newspaper production, utilities and hospital and emergency services.

- i) New technology makes communication with office and customers possible by telephone, fax and email from home, car or other remote locations.

9. Decide if the statements (1–5) are true or false. Discuss with your partners and the teacher.

- 1) The most important thing for a manager is motivation.
- 2) Managers find motivation easy because they are trained.
- 3) Money is the most important factor for workers.
- 4) It is possible to increase company productivity after starting to include management in decision-making.
- 5) A company can change from being a failing company to a successful one after changing motivation practices.

10. Read the situation below and discuss it with your partners and the teacher.

A teacher was helping her students with a maths problem. She recited the following story: “There are three birds sitting on a wire. A hunter shoots one of the birds. How many birds are left on the wire?”

A boy pauses. “None,” he replied thoughtfully.

“No, no, no, let's try again,” the teacher says patiently. She holds up three fingers.

“There are three birds sitting on a wire. A hunter shoots one,” she puts down one finger, “How many birds are left on the wire?”

“None!” the boy says with authority.

The teacher sighs. “Tell me how you came up with that.”

“It's simple,” says the boy, “After the gunman shot one bird, he scared the other two away.”

“Well,” she says, “It's not mathematically correct, but I like the way you think.”

V. A LESSON OF BEING PART OF A GLOBAL SOCIETY⁵

Globalization makes everyone equal

You just wish sometimes that people would treat you like a human being
rather than seeing your gender first and who you are second.

Frances O'Grady

Keywords:

globalization, human rights, global industry, anti-globalists, discrimination, opportunities.

Questions for discussion

1. What do you think globalization is?
2. What do we call supporters and opponents of globalization?

Information for consideration

Globalization refers to the idea that the world is developing a single economy and culture as a result of improved technology and communications and the influence of very large multinational companies. The world is seen as a global village in which all countries depend on each other and seem to be closer together.

There are many arguments surrounding the phenomenon of globalization and they're all quite controversial. Opponents of globalization or anti-globalists say that it exploits workers and degrades the environment. They say that, as multinational corporations become more powerful, they become less accountable for their actions. And there's increasing concern that multinational (mainly American) companies are crushing the cultures of smaller nations.

But supporters of globalization, or globalists, argue that world trade makes everyone richer. They say that, as more countries make trade deals with one another, international understanding increases, therefore lessening conflict and improving human rights.

Words for understanding

communications	controversial	increasing concern
influence	exploit	crush
depend on somebody	degrade	make trade deals
phenomenon	accountable for something	lessen conflict

⁵ В данной главе использованы материалы из следующих источников [21; 22; 23; 25; 28; 29; 43; 48; 51; 55; 56; 63; 65; 74; 78; 80; 84].

Exercises for deeper study

1. Read the statements (1–3) below and share your thoughts. Be prepared to justify your opinion, but also to remain open to having your mind changed in dialogue with the partners.

- 1) “The more we have financial, military and economic globalization, the more we find common cultural references and common values, which include diversity. And diversity, not uniformity, is the real result of globalization.” (Abdou Diouf)
- 2) “Globalization ... means Americanization.” (Eric Zemmour)
- 3) “Culture in general – and not just French culture – has become increasingly unfixed, unstable, fragmentary and elective. Globalization has hastened the desire of more people, both groups and individuals, to differentiate themselves from one another to claim a distinct place in the world, and language has long been an obvious means to do so.” (Michael Kimmelman)

2. Read about an example of globalization below. What has changed?

The popularity of western music has spread all over the world. Pop music developed into a global industry in the second half of the 20th century.

It started with Elvis Presley and the Beatles, who could be called the world's first rock stars. These musicians created a new era, allowing other singers to become internationally famous.

Rock'n'roll was spreading throughout the continents when a small group in the north-west of England appeared. At that time, the group was playing in small halls in Liverpool. They decided to change their name from the Quarrymen to the Beatles and in the following eight years, they sold millions of copies all over the world and became as popular as Elvis.

Both music professionals and fans agree that Elvis Presley and the Beatles are the most valuable phenomena to have entered the pop music world of the 20th century. They started a new era that then created a new global industry.

But pop music changes quickly. It is sometimes difficult to understand why a group or a singer is successful and why the public buys their music. For this reason, the industry is constantly changing.

3. What other examples of globalization can you see around in everyday life? Make a list of items that are global.

Think of...

- shops in your region;
- goods you buy;
- food/restaurants;
- your own ideas...

4. Discuss the questions below with your partners and the teacher.

- 1) Are there any locally produced things in your lists?
- 2) Do you think you can find examples of globalization more than 5 – 10 years ago? What are they?
- 3) What do you think these examples are?
- 4) Do you think any brands from your region could become global (for example, popular local food brands)?
- 5) Do you think the process of globalization is the same in different countries?

5. Read the text below and say if you support anti-globalists, are against the anti-globalist movement or neutral towards the movement.

The groups and individuals that represent what is known as the anti-globalization movement began in the late twentieth-century. Their purpose was to combat the globalization of corporate economic activity and to prevent the free trade among nations that might result from such activity.

Members of the anti-globalization movement have generally sought to protect the world's emulation and ecosystem from what they believe to be the damaging effects of globalization. Support for human rights is another cornerstone of the anti-globalization movement's platform they advocate for labor rights, environmentalism feminism, freedom of migration, preservation of the cultures of indigenous peoples, biodiversity, cultural diversity, food safety, and ending or reforming capitalism. The movement itself includes diverse and sometimes opposing philosophy of the globalization process, and incorporates alternative visions, strategies and tactics.

Generally speaking, protesters believe that the global financial institutions and agreements they make undermine local decision-making methods. Many governments and free trade institutions are seen as acting for the good only of multinational corporations (e.g. Microsoft, Monsanto, etc). These corporations are seen as having privileges that most human beings do not even have, such as moving freely across borders, extracting desired natural resources, and utilising diversity of human resources. They are then able to move on after sometimes doing permanent damage to the environment, the culture or the economy, in manner impossible for that nation's citizens to actually do themselves. Activists also claim that corporations impose kind of 'global monoculture'.

Activists of the movement argue that, if borders are opened to multinational corporations, they should be similarly opened to allow free and legal circulation and choice of residence for migrants and refugees.

6. Write a personal essay on the topic: Should we agree with globalization? You might focus on one or more of the questions below.

- Why is everyone talking about globalization?
- What is it and when did it start?
- Is it good or bad or inevitable?
- What are some of the examples of globalization in your country?
- Has globalization brought any significant changes to you personally?
- How does migration affect your area? Give examples.
- On the whole, are you in favor or against globalization?

7. Read the directive referring to a prohibition of discrimination below. Do we have the same directive in Russia?

The objective of the Directive is to ensure equal treatment and to fight discrimination. Any direct or indirect discrimination based on racial or ethnic origin in public and private sectors should be prohibited as regards the areas:

a) conditions for access to employment, to self-employment and to occupation, including selection criteria and recruitment conditions, whatever the branch of activity and at all levels of the professional hierarchy, including promotion;

b) access to all types and to all levels of vocational guidance, vocational training, advanced vocational training and retraining, including practical work experience;

c) employment and working conditions, including dismissals and pay;

d) membership of and involvement in any organization of workers or employers, or any organization whose members carry on a particular profession, including the benefits provided for by such organizations;

e) social protection, including social security and healthcare;

f) social advantages;

g) education;

h) access to and supply of goods and services which are available to the public, including housing.

8. Answer the questions below. Discuss them with the partners and the teacher.

- 1) What are the pros and cons of globalization?
- 2) Why do you think so many people oppose it?
- 3) Do you think it would be a good idea if all barriers to trade were removed from the world and people could freely export and import without customs duties or any other problems? What impact would such a change have?

- 4) Do you think it would be a good idea if people could live and work in any country they liked without restriction? What impact would such a change have?
- 5) How would you react if a multinational employing several hundred people in your area announced they were moving to another country where production costs were lower?
- 6) How would you react if a multinational employing several hundred people announced they were moving to your country because production costs were lower?
- 7) How much cheaper do you think goods are to produce in a developing country than in a developed country? Why do you think this is?
- 8) 'Protectionism' refers to the practice of putting up trade barriers such as import duties so as to reduce or prevent the importation of goods from poorer countries and protect higher cost industries in more developed nations. What do you think of the morality of excluding goods from poor or developing countries?
- 9) Do you think goods that you normally buy are cheaper/more expensive if produced where you live rather than imported?
- 10) Do you think imported goods are better quality than locally-produced ones? Why/why not?
- 11) If your region/country were an apple-growing region, for instance, would you be willing to pay more for locally-grown apples than for imported ones?
- 12) One frequently-quoted example of globalization is McDonalds. Some people say that McDonalds restaurants are a bad thing because they mean that everybody will eat the same food; others say that they are a good thing because you are always able to eat something you recognize, know and like. What is your opinion?
- 13) Consider, cities around the world are becoming increasingly more homogenous (think McDonald's, KFC, Coke, sushi, pizza, kebab, Hollywood films, CNN, MTV, vodka, clubs, shopping malls, etc.) while simultaneously offering inhabitants greater choice and opportunities than they had before globalization. What opportunities have appeared in your region due to globalization?

Intercultural competence

Competence, like truth, beauty and contact lenses, is in the eye of the beholder.

Raymond Hull (1919–1985),

Canadian playwright

Keywords:

intercultural competence, socializing, language, relationship, culture, differences, similarities, conversation.

Questions for discussion

1. How often do people visit your country?
2. Where are the visitors from?
3. What difficulties do you have socializing with visitors from other countries?

Information for consideration

Intercultural competence is also called 'cross-cultural competence'. It refers to the ability to communicate effectively and appropriately with people of other cultures.

Appropriately is when valued rules, norms, and expectations of the relationship are not violated significantly. Effectively is when valued goals or rewards (relative to costs and alternatives) are accomplished.

In interactions with people from foreign cultures, a person who is interculturally competent understands the culture-specific concepts of perception, thinking, feeling, and acting. The ability to perceive cultural characteristics and to cope with them is fundamental for intercultural competence.

The development of intercultural competence is mostly based on the individual's experiences while he or she is communicating with different cultures. When interacting with people from other cultures, the individual experiences certain obstacles that are caused by differences in cultural understanding between two people from different cultures. Such experiences may motivate the individual to acquire skills that can help him to communicate his point of view to an audience belonging to a different cultural ethnicity and background.

Words for understanding

valued	expectation	violate	accomplish	perception
perceive	obstacle	acquire	belong	background

Exercises for deeper study

1. Read the statements (1–9) below and share your thoughts. Be prepared to justify your opinion, but also to remain open to having your mind changed in dialogue with the partners.

- 1) “Culture is always about politics in the end.” (Mohammed Moulessehou)
- 2) “Culture means many things in this context, but at heart it is a suite of traits we inherit and also choose to disavow or to stress. It consists in part of the arts. It is something made and consumed, in socially revealing ways.” (Michael Kimmelman)
- 3) “The fact that everybody from Yerevan to Brasilia, Jakarta to Jerusalem, knows songs by the Black Eyed Peas or wears New York Yankees caps doesn't mean that culture is the same everywhere.” (Michael Kimmelman)
- 4) “Knowing the language is an integral part of understanding their own culture, past and present.” (Chief Henry Wallace)
- 5) “Culture (often unconsciously) identifies crucial ruptures, rifts, gaps and shifts in society. It is indispensable for our understanding of the mechanics of the world in this respect, pointing us toward those things around us that are unstable, changing, that shape how we live and how we treat one another.” (Michael Kimmelman)
- 6) “The people I spoke with in Gaza said that culture was not just an escape for them from the everyday hardships from deprivation and a repressive regime, but that it was essential to survival, a lifeline, their steady connection to an outside world, a glimpse of what was beyond the conflict.” (Michael Kimmelman)
- 7) “Whether in Berlin or Gaza or New York City, there's a universe of life and death affairs beyond globalism. And culture is our window onto it.” (Michael Kimmelman)
- 8) “A language reflects a singular nature of a people speaking it.” (Zvezdana Vrzic)
- 9) “Language is identity.” (Daowd I. Salih)

2. Divide into groups and discuss the questions below.

Group 1: What is culture?

Where does culture come from? Where do we see evidence of it? What role does it play in our lives? In society? How does it reflect and/or shape our individual, group and national identities?

Group 2: What is the relationship between culture and language?

How does the use of language represent the broader notion of national or cultural identity? Why is language vital to cultural and national identity? How does it unify people? How might it separate them?

Group 3: What does culture mean in a global world?

Does globalization bring cultures together, force them further apart or both? Does it lead more to diversity or to homogeny? Does globalization mean Americanization?

Group 4: How do writers use language to reflect and shape culture?

Why might writers choose to write in a language that is not 'their own'? What issues are raised by writing in one's non-native tongue? What issues are raised by reading works in translation? Do works in translation belong in an English literature class?

3. Write a personal essay about your relationships with language and culture. You might focus on one or more of the questions below.

- What is your relationship to your native language and culture?
- What is your relationship to other languages and cultures?
- How does language shape your identity?
- How does culture (or cultures) shape your identity?
- In what way have you created your own culture and identity by adopting elements from those you have lived in?

4. Match the answers below with the sentences (1–10) related to the culture of each country.

to walk around barefoot

kissing

standing

holding hands

to cut in line

eating

to take off

to shake hands

to keep your voice down

bowing



1) In Japan _____ is customary when two people introduce themselves.



2) In the USA, it's polite _____ firmly when you are introduced to a business colleague.



3) In Korea _____ food on the subway is considered rude.



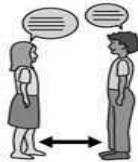
4) In many places of worship in Asia, it's polite _____ your hat and shoes.

5) In India, it's customary _____



with your friends as you walk together.

6) In Spain, _____



very close to someone when you are talking is acceptable.

7) In Chile, people often say hello by _____



each other on the cheek.

8) In Australia, _____



is acceptable at beach resorts, but not in public buildings.

9) In Taiwan, having an argument in public is considered impolite. It's better ____.



10) In Great Britain, it's considered rude ____ .



You should always wait your turn.

5. Read the text about the common myths of socializing and complete it with the words and phrases below.

with their friends

a lot easier

damage your relationship

trading and making deals

a social ritual

but in a restaurant or bar

deeper things later

tell them the truth

will be surprised

to hear an answer

small-talk topics

takes time

their phone number

your back problem

they're insincere

Socializing with your business contacts is not just for fun – it can also make doing business _____. How many business deals have been closed not in the boardroom, _____?

Not everybody agrees with this, though. We look at some of the most common myths about socializing.

Myth # 1: I don't need to socialize with my business contacts.

You work long hours in the office and work hard all day long. You don't need to go to dinner with your business contacts as well, right? Wrong!

Ever since people first began ____, there has never been business without socializing. In many cultures, the socializing is the business – people only do business ____, and if you are not friends already you have to become friends before you can make a deal. Even in the more 'business-like' West, socializing is still extremely important. In fact, in some countries, such as Britain, not socializing with business contacts is seen as very impolite and could ____.

Myth # 2: Small talk is superficial.

Many people find typical British and American ____ like the weather or sport, very superficial. Well, maybe saying it's a nice day isn't as deep as discussing philosophy. But that's not the point. This kind of small talk is ____ known as 'phatic' communication, where what is important is not what you say, but the fact you are talking to a particular person and keeping that relationship going.

Also, small talk doesn't always have to be about the weather, but you need to start somewhere! Building a relationship _____. 'Superficial' small-talk topics give you a chance to start a conversation with someone. If it goes well, you can talk about ____.

Myth # 3: When British and American people ask 'How are you?' they don't mean it.

Yes and no. It's true that when most native speakers ask someone 'How are you?' they expect ____ like 'Fine, thanks' or 'Not bad'. They don't really want to hear about your problems and ____ (and even embarrassed) if you start talking about how you really feel.

However, saying that you're fine even if you're not, doesn't need to be a bad thing. Do you really want to tell everyone you meet about ____ or the fact that your husband has just lost his job?

But sometimes 'How are you?' can also be a real question requiring a real answer. If you are talking to someone you know well, you can ____ when they ask how you are, even if you are not feeling so good. After all, talking about problems honestly can be a good way to build a relationship.

Myth # 4: English speakers behave like they're your friend, but they're not.

In the UK and the US, it's important to behave as if everyone is your friend. But this doesn't mean _____. What's important is to read between the lines. Is the person just being polite, or do they really mean it? If someone says 'Let's meet up next time you're in London', they are probably just being polite. But if they give you

___ and tell you to call them, then they really mean it. Remember, sometimes people are nice to you because they like you!

6. Complete the quiz on company visitors below. Then discuss your answers with the partners and the teacher.

When welcoming a visitor to your company, how important is it to ...				
1) find out about your visitor's company?	very important	somewhat important	not important	it depends
2) find out about your visitor's country and culture?				
3) be at the reception when your visitor arrives?				
4) make sure the receptionist knows how to pronounce your visitor's name?				
5) give your visitor a tour of the office?				
6) introduce your visitor to other members of the team?				
7) offer your visitor something to eat and drink?				
8) show your visitor where the toilets are?				

7. Order the small-talk topics below from the safest to the most unsafe. Compare your ordering with your partner.

travel
sport
the weather
politics
family
work
religion
money

8. Here are the questions to make a small talk bigger. Make a conversation with your partner asking the questions (1–12) below.

- 1) Who is the most interesting person you have ever met?
- 2) Where in the world would you most like to be right now?
- 3) What was the great life-changing experience you've ever had?
- 4) When was the most spontaneous experience you have ever had?
- 5) So far, what has been the biggest accomplishment of your life?
- 6) What are the things you are most proud of in your life?
- 7) What person has most affected the career choices you have made?
- 8) From which person have you learned most in your life?

- 9) What feature or quality do you miss about living in another locale?
- 10) What specific experience do you most desire that you haven't yet had?
- 11) What is the best quality you inherited from either parent?
- 12) What one thing do you most need to change in your life?

9. Answer the questions (1–8) below. Discuss them with the partners and the teacher.

- 1) What are your experiences with socializing with people from other cultures?
- 2) What differences have you experienced?
- 3) What similarities have you experienced?
- 4) What topics do you talk about?
- 5) What topics are 'taboo' in your culture?
- 6) What do you find difficult about socializing with people from other cultures?
- 7) What do you enjoy about socializing with people from other cultures?
- 8) How do you break the ice?

English as an international language

Learning a foreign language not only reveals how other societies think and feel, what they have experienced and value, and how they express themselves, it also provides a cultural mirror in which we can more clearly see our own society.

Chancellor Edward Lee Gorsuch

Keywords:

foreign language, learning, understanding, culture, spoken English, written English.

Questions for discussion

1. Why do you learn a foreign language?
2. When and where do you need to socialize in English?
3. How can you make an impact on somebody with your spoken English?
4. How can you make an impact on somebody with your written English?

Information for consideration

Whether you are fascinated by another country's culture or considering taking a foreign language for work or school, learning a new language offers lifelong benefits. Technology and globalization provide opportunities to engage with others from around the world like never before. If you have had little exposure to another language, think of possible reasons why studying foreign languages may interest you.

The world has become smaller, and your exposure to foreign languages will continue to increase. You may consider learning languages as a fun hobby or to keep in touch with the changing world around you, but your reward comes when you can connect with other cultures.

Words for understanding

fascinated	lifelong	engage with somebody
exposure	reward	keep in touch with somebody

Exercises for deeper study

1. Match the benefits of learning a language (1–7) with their descriptions (a–g) below.

- 1) Better job prospects.
- 2) Brain health.

- 3) Travel and leisure.
- 4) Improved first language.
- 5) Improved understanding of the world.
- 6) Experience new cultures.
- 7) Achievement.
 - a) Learning a new language opens up a world of new opportunities. If you choose to learn a commonly spoken language, such as Spanish, French or German, you can travel practically anywhere in the world and not have trouble with translations. You can confidently go about your business and in another country and speak freely to locals and other travelers. You will have a much better experience as you can effectively communicate with much more people, which will ultimately open up your mind and put things into different perspectives regarding the different cultures of the world.
 - b) As we go about our everyday lives, we rarely give a second thought to our own grammatical structure and vocabulary. However, when learning a new language, many people find they have a greater understanding of their first language. Learning a second language focuses your attention on the grammatical rules, constructions of that language. This experience gives people a new insight into their own language and ultimately leads to them improving their mother tongue, which will improve their everyday lives.
 - c) Medical studies have shown the positive effects learning a second language has on the brain. Studies showed that learning a second language significantly delayed the onset of many brain related diseases such as Alzheimer and dementia, compared to those who can only speak their native tongue.
 - d) The world is a cauldron of rich and interesting cultures. Learning a new language allows you to access many different cultures across the world. You will have the chance to see fascinating new things from a new perspective, which not many people can, and connect with the new people all over the world. Different culture has its own music, style, history, literature and many more interesting things which you will be able to enjoy and understand. You will be able to connect through books, TV, the internet and converse with a whole country worth of people, ultimately broadening your horizons, interests and views. A whole new world will be open to you.
 - e) In today's business dominated society, being bilingual can only be an advantage and gives you a competitive edge when searching for jobs, or maintaining your current employment. Companies who plan to expand into overseas market are constantly looking for bilingual staff, which are well-paid and receive excellent benefits, as they will ultimately give the company a

huge competitive advantage. By learning a second language, you will be indispensable at your place of work as you can easily bridge the cultural gap between the two countries, and those with the ability to speak a second language are more likely to find a job.

- f) Learning a new language is an achievement anyone can be proud of and is extremely satisfying. Once the hard work and effort has paid off, you will experience the many benefits associated with learning a new language and you will have a new found confidence. Learning a new language will open up our world in ways a monoglot would never have the chance of experiencing. Your mind will be constantly be engaged and you will gain an insight into many different cultures. Learning a second language also makes it easier to learn a third one, which will certainly broaden your horizons.
- g) Learning a new language gives you a greater global understanding of the world we live in. Even by learning a few phrases, never mind a whole language, you will access many fascinating cultures around the world and understand the differences between the two countries. You will have access to a whole new array of film, music and literature, and a greater understanding of the history and culture of the nation and ultimately a better understanding of the way the world works, including politics and security.

2. Comment on the following reasons to learn languages.

- 1) Learning has never been easier.
- 2) Gain insight into other cultures.
- 3) Enhance your foreign excursions.
- 4) Become more valuable at work.
- 5) Keep your mind engaged.

3. Here is some information referring to how you can make an impact on somebody with your spoken English.

Showing simple differences	Showing surprising differences	Showing formal differences
– but (we don't start a sentence with it except for referring to information in the previous sentence) <i>The food in that new restaurant is very good.</i>	– although, though, even though (we don't use a noun phrase after these expressions) <i>We enjoyed our holiday even though it rained.</i>	– however, nevertheless (used to emphasize a difference, followed by a comma) <i>Egypt has very little rainfall. Nevertheless,</i>

<i>But it's not as expensive as you might expect.</i> – while/whereas (both are used in more formal English, can both come at the start or at the end of the sentence) <i>While the food there is very good, it's not expensive</i>	– despite, in spite of (are used before a noun phrase, an -ing verb, or the fact that + a subject + a verb) <i>People usually enjoy themselves despite <u>the bad weather</u>.</i> <i>I passed the exam in spite of not <u>answering</u> all the questions.</i> <i>In spite of the fact that <u>it rained</u>, we liked our walk</i>	<i>farmers grow many crops using water from the River Nile</i>
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4. Complete the facts with the words and phrases below.

Although despite in spite of the fact whereas However
 but it even though While it Nevertheless

Strange facts!

- ____ the USA only has 5 % of the world's population, it uses 26 % of the world's energy.
- The valleys near Ross Island in the Antarctic are covered in snow and ice, (2) ____ it hasn't rained there for two million years.
- Severe storms in the Antarctic are called hurricanes, (3) ____ severe storms in the Pacific are called typhoons.
- The Amazon occupies only 1.5 % of the world's surface. (4) ____, it produces 20 % of the world's oxygen.
- The famous leaning tower of Pisa has never fallen over, (5) ____ that it leans at an angle of almost four degrees.
- (6) ____ being 27 times smaller than the USA, Norway has a longer coastline.
- (7) ____ is inside just one country, Istanbul is in fact situated on two continents.
- New York is an American city. (8) ____, it contains more Irish inhabitants than Dublin – Ireland's capital city.
- The Atlantic Ocean is much smaller than the Pacific (9) ____ has saltier water.

5. Read the text below and choose the correct words in italics.

Dear Cathy,

We've just got back from our holiday in Greece. It's usually very warm in April, *but/despite* this year was unusually cold and wet! Our guidebook was full of

useful ideas for trips and places to see, so it was a little disappointing. *While/But* the water wasn't very cold, it wasn't really warm enough to swim. But even *though/despite* the weather was so bad, we went for some walks on the beach. And *despite/in spite of* the rain, we still enjoyed some sightseeing and exploring. *Although/However* our hotel had no heating at all, we managed to stay warm at night with a few extra blankets. We'll definitely go to Greece again, *while/but* I think we'll probably go later in the year next time. On the whole, it wasn't too bad and we had a good time *in spite/despite* the weather. I hope it'll be warmer next time!

Love,
Lucy

6. Complete the text with the correct linking words.

Dear Sir,

I am writing to complain about our stay at your hotel on 10 August this year, when we were hoping for a relaxing weekend in Brighton. ____of booking two weeks in advance, the hotel had no record of our reservation. We were given a small room at the back of the hotel, ____we had reserved a large room with a sea view. The room was fairly comfortable ____the traffic from the street below was too noisy and we couldn't sleep. The room was on the first floor, ____we had asked for a room on the top floor. The hotel manager was not helpful about offering us another room ____our complaints. ____the breakfast was quite good, the service in the restaurant was awful. This hotel was highly recommended by our friends. ____, I would not advise anyone to stay there. Your hotel has a four-star rating. ____, we were very disappointed by the quality of the service.

Yours faithfully,
Randolph Fisher

7. Describe a time when you went on holiday when the weather was bad. Use *while, although, despite* and *nevertheless*.

8. Here is some information referring to how you can make an impact on somebody with your written English. Complete the sentences with the words below.

over-complicated	focus	avoid	project
review	values	professional	favorable

– In everything you write in English, ____ on the message, not just the translation; don't rely on online translation tools – always ____ results critically.

– Avoid making your writing ____ by choosing difficult English words from dictionaries.

- Recognize that it may be better to ____ idioms when writing English across cultures.
- Identify 'brand you' and how you should ____ this positively in your writing.
- Promote your company or organization ____ and your personal brand or values in all your writing.
- Do not sell yourself short: be totally ____ at all times.
- Make your mark every time you write in English – and elicit ____ responses based on your own sense of pride about what you do.

9. Put the words and phrases with the same meaning together. Then divide them into two groups: a complex word and a simpler word.

- | | |
|--------------------------|---------------|
| 1) assist | A) about |
| 2) visualize | B) say |
| 3) purchase | C) help |
| 4) state | D) happen |
| 5) sufficient | E) legal |
| 6) approximately | F) because |
| 7) require | G) see |
| 8) in order that | H) need |
| 9) statutory | I) buy |
| 10) due to the fact that | J) check |
| 11) ascertain | K) so that |
| 12) materialize | L) extra cost |
| 13) supplementary cost | M) enough |

10. Read the following information about punctuation symbols used for different purposes including division of a sentence and introduction of information.

Symbol	Name	Use
A, B, etc.	capital letter	shows the start of a sentence
.	full stop or period	shows the end of a sentence
,	comma	separates parts of the same sentence
?	question mark	used after a direct question
!	exclamation mark	usually informal, used after an order, an exclamation or something surprising
:	colon	introduces a list or further information
;	semi-colon	divides two main clauses

–	dash	usually informal, can be used in the way as colons, semi-colons and brackets
-	hyphen	joins the parts of compound words, can be used between dates, etc.
'	apostrophe	used in short forms and possessive forms
“ ”	quotation marks	enclose words of direct speech
' '	inverted commas	enclose speech, names such as book titles, or something we want to point out
()	brackets or parentheses	enclose additional information, references or dates
In website and email addresses we pronounce . as 'dot' and @ as 'at', e.g. chairman@ pearson.com is said as 'chairman at pearson dot com'		
In numbers (but not prices) we read . as 'point': 16.15 = 'sixteen point one five' \$16.15 = 'sixteen dollars (and) fifteen cents'		

Dividing a sentence	Introducing information
<ul style="list-style-type: none"> Commas separate items in a list. We don't usually put commas in front of 'and' and 'or' at the end of a list: <i>David Bowie is a singer, a songwriter, an actor and an Internet entrepreneur.</i> We use a comma if we put a subordinate clause before a main clause: <i>Although he was German, Handel spent most of his life in England.</i> We also use a comma to divide non-defining relative clauses and some linking words and phrases from the rest of the sentence: <i>Mozart, who was born in Salzburg, spoke German. However, most of his operas are in Italian.</i> If a sentence has two main clauses, we can separate them with a semi-colon: <i>We didn't spend much money. I bought an opera CD; my brother bought some folk music</i> 	<ul style="list-style-type: none"> We use a colon to introduce a list: <i>There are four musicians in the group: a guitarist, a violinist, a pianist and a drummer.</i> We use brackets to enclose short pieces of extra information such as dates and explanations: <i>A. Mozart (1756 – 1791) was the greatest composer of the classical period. The BBC (British Broadcasting Corporation) has just launched a new digital channel.</i> We use quotation marks or inverted commas to enclose direct speech. We separate the reporting verb from the direct speech with a comma. Note the position of the punctuation: <i>He said, “That musical was fantastic.” “Really? I didn't like it much,” she replied</i>

11. Write a suitable punctuation mark in the boxes. At the end of each sentence, give the name of the punctuation symbol you have written.

Chopin

- 1) Frederic Chopin (1810 – 1849) was one of the greatest composers of classical music for the piano. _____
- 2) Although he was born in Poland, Chopin lived most of his life in France. _____
- 3) He made his living as a composer and piano teacher, but he gave few public performances. _____
- 4) Critics have praised his work because it has 'the rare gift of poetic feeling'. _____
- 5) He is buried in the Père Lachaise Cemetery in Paris.

12. Choose the correct punctuation symbols.

Luciano Pavarotti (1935–2007 : / ' /) was one of the finest opera singers of the twentieth century : / . / ; He was born in Italy and became an international star, known to audiences around the world.

Not only did he sing in many famous operas , / , / : many of which were filmed for TV , / ; / : but he also sang more popular songs , / ; / ! he brought opera to a wider audience. At the 1990 World Cup in Italy, he performed Puccini ' / ; / . s famous operatic aria 'Nessun Dorma'. The title, rather strangely, means , / ; / ' None shall sleep) / ; / ! '

Pavarotti summarized his life as follows , / : / ' “I think a life lived for music is a well-spent one, and that's what I have dedicated my life to. ! /) / ”

13. If you can pronounce correctly every word in this poem, you will be speaking English better than 90 % of the native English speakers in the world.

Dearest creature in creation,
Study English pronunciation.
I will teach you in my verse
Sounds like corpse, corps, horse, and worse.
I will keep you, Suzy, busy,
Make your head with heat grow dizzy.
Tear in eye, your dress will tear.
So shall I! Oh hear my prayer.
Just compare heart, beard, and heard,
Dies and diet, lord and word,
Sword and sward, retain and Britain.
(Mind the latter, how it's written.)
Now I surely will not plague you

With such words as plaque and ague.
 But be careful how you speak:
 Say break and steak, but bleak and streak;
 Cloven, oven, how and low,
 Script, receipt, show, poem, and toe.
 Hear me say, devoid of trickery,
 Daughter, laughter, and Terpsichore,
 Typhoid, measles, topsails, aisles,
 Exiles, similes, and reviles;
 Scholar, vicar, and cigar,
 Solar, mica, war and far;
 One, anemone, Balmoral,
 Kitchen, lichen, laundry, laurel;
 Gertrude, German, wind and mind,
 Scene, Melpomene, mankind.
 Billet does not rhyme with ballet,
 Bouquet, wallet, mallet, chalet.
 Blood and flood are not like food,
 Nor is mould like should and would.
 Viscous, viscount, load and broad,
 Toward, to forward, to reward.
 And your pronunciation's OK
 When you correctly say croquet,
 Rounded, wounded, grieve and sieve,
 Friend and fiend, alive and live.
 Ivy, privy, famous; clamor
 And enamor rhyme with hammer.
 River, rival, tomb, bomb, comb,
 Doll and roll and some and home.
 Stranger does not rhyme with anger,
 Neither does devour with clangor.
 Souls but foul, haunt but aunt,
 Font, front, wont, want, grand, and grant,
 Shoes, goes, does. Now first say finger,
 And then singer, ginger, linger,
 Real, zeal, mauve, gauze, gouge and gauge,
 Marriage, foliage, mirage, and age.
 Query does not rhyme with very,

Nor does fury sound like bury.
Dost, lost, post and doth, cloth, loth.
Job, nob, bosom, transom, oath.
Though the differences seem little,
We say actual but victual.

Twenty-first century learning

Learning is a treasure that will follow its owner everywhere.

Chinese Proverb

Keywords:

lifelong learning, globalization, technologies, learning styles.

Questions for discussion

1. Do you like learning new things?
2. How do you enrich your life with knowledge?
3. When do you think the learning process comes to its end?

Information for consideration

Twenty-first century learning refers to the skills, technologies and insights that leading-edge educators, companies and organizations are using to create learning systems that are better suited to the emerging challenges of the 21st century. As such, the emphasis tends to be on new approaches that transcend and outperform older methods of teaching and learning.

Twenty-first century learning, in all of its varied expressions, is integrated and interdisciplinary, recognizes increasing globalization, addresses specific skills needed for the 21st century, emphasizes the flexible mindset essential to lifelong learning, focuses on individual student needs and incorporates the use of cutting-edge technology.

Educators and employers are discovering that the changing demands of today's workplace call for workers who are adaptable to change and know how to enhance their job skills in ways that help them remain current with modern technology. The successful integration of workers into jobs with advance technologies and processes will, more than ever, be dependent on how quickly workers are able to acquire new skills.

Words for understanding

insight	leading-edge	suit	emerging	emphasis
approach	transcend	outperform	mindset	cutting-edge
enhance	remain current		advance	acquire

Exercises for deeper study

1. Refer the things (1–37) to the main attributes of twenty-first century learning (A–E).

- | | |
|--|---|
| A. Integrated and interdisciplinary | 1) web-based communications systems; |
| B. Global classrooms and globalization | 2) continued successful adaptation; |
| C. 21st century skills | 3) HTML forms; |
| D. Lifelong learning | 4) the concept of holism; |
| E. Technologies and multimedia | 5) looking at systems as a whole; |
| | 6) podcasts; |
| | 7) global classrooms; |
| | 8) audio; |
| | 9) collaboration; |
| | 10) email; |
| | 11) improving qualifications; |
| | 12) bringing skills up-to-date; |
| | 13) ever-accelerating changes; |
| | 14) personal development; |
| | 15) systems thinking; |
| | 16) RSS (Really Simple Syndication) feeds; |
| | 17) browser-based digital storage systems; |
| | 18) it's never too soon or too late for learning; |
| | 19) interactive whiteboard technology; |
| | 20) empathy; |
| | 21) communication; |
| | 22) technological skills; |
| | 23) civic engagement; |
| | 24) intrapersonal intelligence; |
| | 25) basic computer skills; |
| | 26) openness to new ideas, decisions, skills; |
| | 27) video; |
| | 28) blogs; |
| | 29) global communication; |
| | 30) maintaining cross-cultural tolerance; |
| | 31) global society; |
| | 32) holistic approach; |
| | 33) integration of disciplines; |
| | 34) global cooperation; |
| | 35) maintaining cross-cultural peace; |
| | 36) interactive, web-based technologies; |
| | 37) access to the Internet. |

2. Complete the text with the patterns (a–h) below.

- a) to improve their qualifications, bring their skills up to date or retrain for a new line of work
- b) distance learning or e-learning, continuing education, homeschooling or correspondence courses
- c) to react in an agile manner to a rapidly changing climate
- d) 'You can't teach an old dog new tricks'
- e) the acceleration of scientific and technological progress
- f) 'It's never too soon or too late for learning'
- g) sufficient for a professional career
- h) learning opportunities at all ages and in numerous contexts

Lifelong learning is the concept that _____. Lifelong learning means that one can and should be open to new ideas, decisions, skills or behaviors. Lifelong learning throws the axiom _____ out the door. Lifelong learning sees citizens provided with ____: at work, at home and through leisure activities, not just through formal channels such as school and higher education.

Lifelong education is often accomplished through _____. It also includes postgraduate programs for those who want _____. Internal corporate training has similar goals, with the concept of lifelong learning used by organizations to promote a more dynamic employee base, better able _____.

One of the reasons why lifelong education has become so important is _____. Despite the increased duration of primary, secondary and university education (14 – 18 years depending on the country), the knowledge and skills acquired there are usually not _____ spanning three or four decades.

3. Answer the questions below. Discuss them with the partners and the teacher.

- 1) What is e-learning?
- 2) Who uses e-learning?
- 3) Who benefits from e-learning?
- 4) Have teachers and students become more comfortable with the e-learning technology?
- 5) What are the main advantages of e-learning?
- 6) What are the main disadvantages of e-learning?

4. Look at the sentences below and say which of them refer to advantages and which to disadvantages of e-learning.

- E-learning involves the use of technology.
- E-learning increases the availability of educational opportunities.

- E-learning allows students to work and learn at their own pace without the time restrictions.
- E-learning requires more self-discipline.
- E-learning results in lack of interaction between teacher and student.
- E-learning allows students to flexibly schedule around families, jobs and other activities.
- E-learning provides access to learning materials at any time.
- E-learning does not give the immediate feedback to students.
- E-learning provides the accessibility.
- E-learning allows students to learn from anywhere in the world.
- Students have less clothing and driving expenses.
- E-learning can be done from home.
- E-learning results in problems for some students who have difficulty with time management and procrastination.
- E-learning increases the number of scams related to online education.

5. Do the questionnaire to find out your learning style. Give each statement a mark out of 5 (5 = yes/a lot/easily, etc. 1 = no/not at all, etc.).

- Section A
- 1) Do you find it easy to understand charts and diagrams?
 - 2) To remember the spelling of a word, do you write it down several times?
 - 3) Can you find mistakes in your own writing?
 - 4) Are you good at using maps?
 - 5) Do you have a good memory for people's faces?
 - 6) When you get a new piece of equipment (e.g. a DVD player), do you read the instruction book carefully?
 - 7) When you were a child, did you enjoy reading books in your free time?
- Section B
- 8) Do you enjoy discussions about the subjects you are studying?
 - 9) Do you enjoy listening to lectures and talks?
 - 10) To remember the spelling of a word, do you say the letters aloud?
 - 11) Is it difficult for you to study in a noisy place?
 - 12) Do you enjoy listening to books on CDs?
 - 13) When people tell their names, do you remember them easily?
 - 14) When you were a child, did you like listening to stories?
- Section C
- 15) Do you learn best by doing things rather than reading about them?

- 16) Do you like doing experiments (e.g. in a laboratory)?
- 17) Do you enjoy role-plays?
- 18) Is it difficult for you to study when there are many things happening around you?
- 19) Do you move your hands a lot when you are talking?
- 20) When you get a new piece of equipment (e.g. a DVD player), do you ignore the instruction book?
- 21) In your free time, do you like doing things with your hands (e.g. painting)?

6. Read the analysis of your answers and tips to improve your learning.

High scores in Section A You are probably a visual learner. Visual learners like to see information. A lot of learning in university and colleges is visual learning because it involves reading.

Tips. Look again regularly at what you have learned. Write things down several times (e.g. summaries of important information from textbooks or lectures) and using your own words. Copy the information from your textbooks and lectures onto the computer, then read the print-outs. Use different colors to organize and highlight information.

High scores in Section B You are probably an auditory learner. Auditory learners like to hear information. They understand best when they are listening or discussing.

Tips. If possible, record your lectures and listen to them later. Record things (e.g. notes and textbook information) and listen to them later. Get information from radio programs or sound files on the Internet. Say things aloud. Sing things to music you know. Study with other students and talk about what you are learning.

High scores in Section C You are probably a physical learner. Physical learners remember best by moving around and touching things.

Tips. Put information on cards that you can move around or put on the walls of your home or room.

When you study, walk around with your textbook or notes in your hand and read the information aloud. In lectures, sit near the front of the room and take notes. Choose subjects where you can do practical work or research, e.g. interviews. Spend time 'in the field' (e.g. visiting a museum or working in an office).

7. Read the information below and say if you agree with it.

The key to selecting the most effective and appropriate multimedia tool is to ensure that the technology chosen is used to facilitate learning, not to be used as a learning method. Instructors should know their subject matter well, and then determine which type of media works best as a learning tool. The chosen multimedia technology should enhance the lesson, not overwhelm the learner. In addition, the instructor needs to have the appropriate skills and resources in order to implement the tools.

8. Match some of the most popular technologies used in today's learning environments (1–11) with their descriptions (a–k) below.

- | | |
|---------------------------------|--|
| 1) Social bookmarking | a) guest lecturers, digitized lessons, tutorials, knowledge design and presentation; |
| 2) Blogs, Weblogs | |
| 3) Wikis | b) web-based public diaries; are ideal for reflective writing and reading activities; |
| 4) Mashups | |
| 5) Social networking | c) interactive, synchronous tool to deliver webinars, conferences, guest speakers, or lectures; |
| 6) Social media sharing | |
| 7) Virtual worlds | d) used for learning communities, communication, and interactivity, group work; |
| 8) Streaming/live video | |
| 9) Video conferencing | e) provides digital media and production and sharing of digital media; |
| 10) CMC Synchronous (real time) | f) allows sharing of personal collections of web sites that can develop relationships between concepts and people; |
| 11) CMC Asynchronous | g) communication, collaboration; |
| | h) group work, discussion activities; |
| | i) ideal for role plays and simulations; |
| | j) can provide interactive, collaborative, knowledge-sharing learning environments, ideal for group work; |
| | k) a web application that combines data and/or functionality from more than one source. |

KEY TO EXERCISES

I. A lesson of respect for others

What is tolerance?

3.

1) B	2) D	3) C	4) J	5) I	6) E	7) H	8) F	9) K	10) G	11) M	12) L	13) A
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5.

ACROSS	DOWN
5) feelings	1) respect
7) empathy	2) injustice
8) agree	3) oppression
9) accept	4) latitude
10) belief	6) stereotype
12) conflict	8) attitude
14) mercy	11) blame
15) enlightened	13) false
16) appreciate	

Everybody is unique

6.

1) G	2) B	3) F	4) E	5) A	6) C	7) D
------	------	------	------	------	------	------

II. A lesson of polite behavior

Etiquette

1.

1) C	2) D	3) B	4) F	5) E	6) A	7) H	8) G
------	------	------	------	------	------	------	------

2.

1) etiquette	2) polite	3) contacts	4) build relationships	5) politeness	6) formal	7) informal
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5.

1) h	2) d	3) a	4) k	5) b	6) i	7) e	8) j	9) c	10) g	11) f
------	------	------	------	------	------	------	------	------	-------	-------

8.

1) effort	2) cooperate	3) quietly	4) raise, help	5) carefully	6) follow	7) respect, kind
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Polite language

2.

1) a, b	2) b, c	3) a, b	4) b, c	5) a, b	6) a, b
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4.

1) e	2) a	3) b	4) d	5) c
------	------	------	------	------

5.

1) c	2) b	3) e	4) a	5) d
------	------	------	------	------

6.

1) c	2) e	3) d	4) b	5) a
------	------	------	------	------

Good manners

2.

1) b	2) c	3) a
------	------	------

4.

ACROSS	DOWN
1) rule	2) etiquette
3) formality	4) manners
5) apology	7) offering
6) request	8) morality
9) correctness	9) contact
13) informality	10) relationship
14) gratitude	11) politeness
15) breeding	12) meeting

6.

1) c	2) b	3) d	4) c	5) d	6) a	7) a	8) c	9) d
10) d	11) c	12) d	13) c	14) c	15) b	16) a	17) d	—

Gratitude

1.

1) Try it on your family	2) Share the feeling	3) Try a gratitude visit	4) Go for deep gratitude
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III. A lesson of dealing with differences

Communication techniques

6.

0 B	1) C	2) A	3) D	4) C	5) B	6) A	7) C	8) B	9) A	10) B
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Tastes differ

2.

1) c	2) e	3) b	4) f	5) d	6) a
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People speak different languages

1.

evokes / soul and life / noble creature / protect / the correct meaning / generation gap / duty / welfare / support / knowledge and experience / advice / frankly

2.

1) f	2) d	3) k	4) j	5) l	6) h	7) g	8) i	9) b	10) c	11) a	12) e
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3.

interpret / fail / have / apply / change / mistrust / assess / understand

8.

slang

9.

Slang is an integral part of language in the twenty-first century. Young people in particular are highly creative in the way they invent and use new slang terms. Without an understanding of slang, communicating with those around us would be difficult. In fact, slang allows people to connect on a deeper level. That is why people who are learning a new language often try to 'pick up' a few slang terms early on – it helps them feel like authentic speakers of the language and part of their new second-language community.

Active listening

2.

Half Listening – b

Sound Listening – c

Active Listening – a

5.

1) a, j, l, k, m	2) b, i, p, q	3) c, h, o	4) d, g	5) e, f, n
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6.

1) understanding and rapport	2) verbal and body language	3) yourself and a speaker	4) a sales scenario
5) build	6) avoid	7) repeat back a summary	—

IV. A lesson of professional behavior

Emotional leadership: personal and social qualities

1.

Emotional intelligence is the ability to identify, understand, and manage moods and feelings – in both ourselves and other people.

2.

1) b	2) c	3) a
------	------	------

6.

1) f	2) d	3) h	4) c	5) k	6) j	7) m	8) g	9) a	10) e	11) l	12) i	13) b
------	------	------	------	------	------	------	------	------	-------	-------	-------	-------

7.

a) 9	b) 14	c) 3, 5, 8, 17	d) 11, 18	e) 13	f) 4	g) 6
h) 10	i) 16	j) 19	k) 1, 7	l) 2	m) 12, 15	—

8.

1) c	2) g	3) a	4) b	5) e	6) i	7) j	8) f	9) h	10) d
------	------	------	------	------	------	------	------	------	-------

Negotiating skills

1.

1) Preparation: Planning, Research, Objectives, Limits, Strategy.

2) Techniques: Rapport, Parameters, Listen!, Attitude, Approach, Flexibility, Review, Agreement, Confirmation.

3) Language: Simplicity, Clarity.

3.

1) b	2) c	3) d	4) f	5) g	6) a	7) e	8) h
------	------	------	------	------	------	------	------

5.

1) unable	2) bottom	3) position	4) final	5) moving	6) clear	7) limit	8) leave
-----------	-----------	-------------	----------	-----------	----------	----------	----------

14.

a) proposition	b) suggestion	c) alternative	d) later
e) compromise	f) problem	g) offer	h) stage
i) acceptable	j) correctly	k) condition	l) about
m) for	n) at	o) price	p) more
q) option	r) agreement	s) drink	–

16.

1) minor	2) inferior	3) compensate	4) claim
5) install	6) arisen	7) shortage	8) warranty
9) guarantee	10) emergency	11) spare parts	12) regardless
13) maintaining	14) covers	15) merchandise	16) repair or replace

Problem-solving and decision-making

2.

1) E	2) C	3) A	4) B	5) D
------	------	------	------	------

3.

subjective / evaluate / attain identifying / take advantage / summarize / strategies / maximize / minimize / reduce

5.

1) a, c, i	2) e, f, g, b	3) h, j, k	4) d, l
------------	---------------	------------	---------

7.

Define the problem.

Create a shortlist.

Weigh up pros and cons.

Generate possible solutions.

Make a choice.

8.

1) encourager	2) compromiser	3) leader	4) summarizer/clarifier
5) ideas person	6) evaluator	7) recorder	–

9.

1) n, h, o	2) c, p	3) i, d, f	4) l	5) b, e, k	6) a, j	7) g, m
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11.

1) a, b, e, q, g, h, i, j, k, r	2) c, d, f, l, m, n, o, p, s, t, u, v
---------------------------------	---------------------------------------

12.

1) c	2) a	3) g	4) e	5) b	6) d	7) f
------	------	------	------	------	------	------

14.

Stop doubting yourself.

Be confident outside of work.

Get in the right mindset, have a plan.

15.

Aquarium manufacturer: The solution was to use no packaging. The workers who transported the glass were much more careful and there weren't so many breakages. The company saved a lot of money on packaging, as well as the cost of replacing broken tanks.

Kinko's copy shops: Kinko's used their color copying facilities to create individual calendars using personal photos. They make good Christmas presents and were very successful.

16.

e	a	c	b	d
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Good working environment

2.

1) c	2) d	3) a	4) f	5) b	6) e
------	------	------	------	------	------

4.

1) a	2) b	3) c
------	------	------

5.

1) b	2) c	3) d	4) a
------	------	------	------

6.

1) c	2) g	3) h	4) a	5) d	6) f	7) b	8) e
------	------	------	------	------	------	------	------

7.

2	4	1	5	3
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8.

1) d	2) f	3) b	4) i	5) c	6) g	7) a	8) e	9) h
------	------	------	------	------	------	------	------	------

V. A lesson of being part of a global society

Intercultural competence

4.

1) bowing	2) to shake hands	3) eating	4) to take off	5) to walk around barefoot
6) standing	7) kissing	8) holding hands	9) to keep your voice down	10) to cut in line

5.

a lot easier / but in a restaurant or bar / trading and making deals / with their friends / damage your relationship / small-talk topics / a social ritual / takes time / deeper things later / to hear an answer / will be surprised / your back problem / tell them the truth / they're insincere / their phone number

7.

weather	travel	sport	work	family	money	politics	religion
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English as an international language

1.

1) e	2) c	3) a	4) b	5) g	6) d	7) f
------	------	------	------	------	------	------

2.

1. Learning has never been easier

In the past, language enthusiasts had to take formal classes or find someone willing to offer private lessons or language exchanges. Today, you can learn languages from the comfort of your home thanks to television, software, and the Internet.

2. Gain insight into other cultures

Once you understand the nuance behind a language, you begin to understand its culture. You may read or hear about another country, but fluency opens the door to its people. Comprehension can expose you to foreign books, films, and music – even your favorite opera. You may also feel more comfortable hosting an exchange student or foreign travelers.

3. Enhance your foreign excursions

Maps and guidebooks point you to tourist attractions, but the locals can help you find the best places off the beaten path. When you can have a conversation in a native language, people are less hesitant to speak with you and more inclined to help you, which may also come in handy during emergencies.

4. Become more valuable at work

Companies are doing more business with international customers, increasing the need for employees with diverse language skills. You may be asked to travel abroad to close a business deal or improve customer relationships. Not only is it a paid trip to a foreign country, it increases your value and could lead to more opportunities in the future. Whether you are translating documents, writing a letter to a foreign customer, or interpreting an important conversation, fluency in another language gives you an edge at work.

5. Keep your mind engaged

Learning a new language requires memorization and repetition to commit new words and phrases to memory. Becoming a student again also reinforces your understanding of your native language. Simple techniques inherent in learning will keep your mind nimble and your skills sharp.

4.

1) Although	2) even though	3) whereas	4) However/Nevertheless	5) in spite of the fact
6) Despite	7) While it	8) Nevertheless/However	9) but it	—

5.

but	while	even though	in spite	although	but	despite
-----	-------	-------------	----------	----------	-----	---------

6.

in spite	whereas	but	while	despite	although	nevertheless	however
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8.

focus / review / over-complicated / avoid / project / values / professional / favourable

9.

1) C	2) G	3) I	4) B	5) M	6) A	7) H	8) K	9) E	10) F	11) J	12) D	13) L
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Twenty-first century learning

1.

A)

holistic approach; the concept of holism; looking at systems as a whole; integration of disciplines

B)

global cooperation; global classrooms; global communication; maintaining cross-cultural peace; maintaining cross-cultural tolerance; global society

C)

collaboration; systems thinking; empathy; communication; technological skills; civic engagement; intrapersonal intelligence; basic computer skills

D)

continued successful adaptation; ever-accelerating changes; personal development; openness to new ideas, decisions, skills; it's never too soon or too late for learning; improving qualifications; bringing skills up-to-date

E)

web-based communications systems; HTML forms; podcasts; audio; video; blogs; RSS (Really Simple Syndication) feeds; browser-based; digital storage systems; interactive, web-based technologies; access to the Internet; email; interactive whiteboard technology

2.

f	d	h	b	a	c	e	g
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3.

1) E-learning is a broad term that generally refers to any kind of learning done with a computer and Internet connection or CD-ROM.

2) It is used by individuals, educational institutions and businesses.

3) Teachers and students.

4) The quality of e-learning has improved in recent years, as teachers and students have become more comfortable with the technology.

5) E-learning greatly increases the availability of educational opportunities. Convenience is one of the major advantages of e-learning. It allows students to work and learn at their own pace without the time restrictions of traditional learning. Because e-learning provides access to learning materials at any time, students have the flexibility to schedule around families, jobs and other activities. Another major benefit of e-learning is the accessibility it provides. Students can learn from anywhere in the world. This is an especially important consideration for students who wish to study in a different country. In addition, because e-learning can be done from home, students have less clothing and driving expenses than with traditional learning.

6) A major disadvantage to e-learning is the self-discipline it requires. While being able to work at your own pace can be an advantage, it can also be a disadvantage. This is especially true for students who have difficulty with time management and procrastination. These students tend to be more successful with the structure of traditional learning. Another disadvantage to e-learning is the technology involved. Some people do not have ready access to a computer and

Internet connection. And some who do have the required equipment feel ill-equipped to use it. Lack of interaction between teacher and student is another drawback to e-learning. Some students need the immediate feedback that interaction provides. E-learning also increases the number of scams related to online education. Persons considering e-learning possibilities should be alert to such scams and thoroughly investigate any program before making a commitment.

8.

1) f	2) b	3) j	4) k	5) d	6) e	7) i	8) a	9) c	10) g	11) h
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Учебное издание

FIVE LESSONS FOR DEVELOPING TOLERANCE

ПЯТЬ УРОКОВ РАЗВИТИЯ ТОЛЕРАНТНОСТИ

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